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ABSTRACT

This handbook accompanies two inservice programs designed for elementary and secondary teachers who want to incorporate a world education thrust in their curricula. The first inservice program, "Making a Commitment," attempts to help participants come to an agreement as to what they mean when they speak of their world education program. It identifies a focus and sets parameters. The second program, "Charting a Course," helps educators examine four different methods for implementing world education in their school. Participants are encouraged to agree on one approach or a combination of approaches. These inservice programs have two major components. A television presentation provides input for the workshop. This handbook, the second component, gives guidance for active participation in the workshop and for planning programs. The handbook contains directions for conducting the sessions and background information for the participants. Included are suggestions for classroom activities, inservice evaluation sheets, and descriptions of curricular approaches. The appendices, which comprise half of the handbook, include a reprint of a journal article on world education, a review of selected school based global education programs, an evaluation instrument, the script of the TV program and an annotated listing of selected resources. (Author/RM)

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LEADER'S HANDBOOK
for
WORLD EDUCATION
in the
CLASSROOM

PROGRAM I: Making a Commitment
PROGRAM II: Charting a Course

These packaged in-service workshops are designed to be used at the school-site and directed by the school's teachers and/or administrators.

Prepared by

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Helen Garvey

World Education Center

SO 013 597

JULY 1981

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INTRODUCTION

The Challenge

A growing consciousness of the interrelatedness of the world has made us realize that the world is not a collection of languages, cultures, nations and regions. It is more than that. Some believe that the world is one -- one people, one community. It is less than that, for our planet is both a collection and a unity.

This presents pre-collegiate educators with a challenging task: to design and implement programs that will equip the student with the skills, understandings and values necessary for assuming responsible roles in the many communities to which s/he may belong. These roles include the part the individual plays as citizen of the United States and as inhabitant of planet earth.

But this is only half of the challenge. The other half speaks to educators as public servants. It invites them to educate our nation's children so that the United States will be committed to those democratic principles upon which our country was founded, will seek to improve the quality of life for all on this planet, and will take a leadership role in finding ways to end war as a legitimate means of settling disputes within and between nations.

The task given elementary and secondary schools is not an easy one. It requires effort from all those interested in pre-collegiate education: classroom teachers, administrators, curriculum specialists, researchers, parents, students and pre-service teachers. The World Education Center hopes that World Education in the Classroom (WECLASS) will contribute to this effort.

World Education: What Do You Mean?

Words like world, justice, peace, right, freedom, equality and global lend themselves rather readily to what Louis P. Saloman in Semantics (New York: Holt, Rinehart and Winston, 1966) refers to as "promiscuous use" (promiscuous = lacking standards of selection, indiscriminate). The dictionary generally defines these words very broadly because they have so many uses and applications. Terms like "world education," "global perspectives," "world-mindedness," and "global education" may easily fall into promiscuity unless they are specified and described or given parameters. Similarly, some descriptions of these efforts can be accurately labelled gobbledygook, i.e., characterized by verbose jargon.

Mindful of this fact, the World Education Center defines world education as an approach to education which sees the world as one but which takes into account the conflictual/cooperative nature of the interaction of nations and peoples.

It recognizes the importance of strengthening citizen responsibility to our existing political community within the context of an emerging world community.

World education addresses not only information, analytical skills and attitudes, but also values and ethical questions.

The Center further refines world education by defining eight concepts which it believes form the central core of sound programming in this field. These concepts -- identity, community, political community, interdependence, diversity/similarity, conflict, war and peace -- are introduced in the TV component of Program I, "Making a Commitment." They are treated in greater detail in the portion of this handbook that directs activities for the first workshop.

The In-Service Programs

World Education in the Classroom (WECLASS) is a set of two packaged in-service programs for elementary and secondary school educators. They are designed for groups of teachers who want to work together to incorporate a world education thrust in their curricula. The first session, "Making a Commitment," attempts to help participants come to an agreement as to what they mean when they speak of their world education program. It is an essential first step, for it identifies a focus and sets parameters. The second program, "Charting a Course," invites educators to examine four different methods for implementing world education in their school. Participants are encouraged to agree on one approach or a combination of approaches, thereby drawing a blueprint so that the curriculum "house" can be built, using the talents of everyone.

These in-service programs have two major components. The TV presentation provides input for the workshop. The handbook, the second component, gives guidance for active participation in the workshop and for planning programs. Each of the sessions has six items on the agenda: introduction/warm-up, TV presentation, de-briefing of presentation and discussion relating material to school and classroom, consensus on what is understood by all and what is needed in the curriculum, agreement on next steps, and evaluation. It is hoped that the school or group of teachers who have worked through these two sessions will devise a two- or three-year plan for curriculum development and program implementation.

Our expectation is that an individual faculty member with an interest in the topic can successfully lead the in-service workshops. Or, since there are a number of activities for participants, several teachers can share leadership tasks according to individual expertise and preference, e.g., leading discussions, recording conclusions, working through consensus processes. We define a leader very simply as one who has the ability to engage others in accomplishing a task or working toward a goal.

For Whom is WORLD EDUCATION IN THE CLASSROOM Intended?

The in-service programs are designed for the use of elementary and secondary school educators. The programs can be used by an entire faculty, or by departments within a school (e.g., science, English, social studies, or primary, middle or upper grades), or by groups of teachers who want to join talents and efforts.

Invitations We Hope You'll Accept

If you are planning to lead the world education workshops and want some help doing that,

If you are using World Education in the Classroom and want some assistance locating resources or developing follow-up plans,

If you are in the San Francisco Bay Area and would like to borrow some of our resources, our files, and perhaps our staff,

If you have comments, criticisms, or suggestions that would help improve the workshops,

please get in touch with

Helen Garvey, SNJM
Director
World Education Center
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415/845-1992

A WORD TO LEADERS

In planning World Education in the Classroom (WECLASS), we were well aware of the many times school staffs have taken part in in-service programs, were initially enthusiastic about implementation, yet little coordinated effort resulted. After careful consideration, we identified three characteristics of a curriculum development effort that we believe has a good chance for implementation and continuation.

First, there must be cooperation and support among school staff and, wherever possible, assistance from the wider community. This requires that participants work together during the sessions so that common goals are articulated and implementation tasks are shared. The WECLASS handbook suggests ways to help group members feel free to react to and expand on issues addressed in the video presentation. It also aids in giving purpose and direction to discussions.

Second, each school/school district has its own characteristics, traditions and special blend of students. Thus, those who know the school best (i.e., members of that community) should be among those making choices about the content, methods and resources that will meet the needs of their students. WECLASS encourages participants to make these choices and offers resources to aid in that task.

Third, successful programs require effective leadership. Leaders have to be willing to work before, during and after the sessions, and demonstrate an eagerness to work alone and with others, along with a capacity to make accomodations for differences. Good leaders are able to use the art of gentle persuasion when appropriate. WECLASS encourages and utilizes local leadership.

Below we have listed some helpful hints for workshop leaders. Many of these you know well. Some may be reminders of your leadership strengths and weaknesses. Before using WECLASS we suggest that you review these hints.

Considering Leadership

- There are different styles of leadership and various leadership functions. Often, different individuals will assume leadership roles in order to meet special needs and goals. Leadership does not reside only in a particular administrative position or in a particular personality type.
- Leaders need to clarify goals and identify means of reaching those goals. Effective leaders plan well, specifying what needs to be done and who will take responsibility.
- Successful leaders recognize the contributions of others and mobilize the talents of all in the group.
- Good leadership requires good listening skills.

Planning Programs

- Decide whether the group you will be working with is now ready for the in-service session or whether it would be advisable first to offer programs and activities to raise awareness about and encourage interest in world education.
- Before the sessions, become familiar with the handbook and adapt its contents to your own needs. Review the videotape or read the script carefully.
- Make a detailed plan for the WECLASS in-service sessions.
- And provide good refreshments.

Leading Discussions

- Make participants feel at home and comfortable.
- Come to the meeting prepared with more than one warm-up exercise and one approach to the discussion.
- Discussion questions should be open-ended, inviting several responses. Recognize contributions and comments but do not be judgmental.
- Make sure the discussion stays on target.
- Encourage but do not force participation in the discussion.
- It may be that you will have one or two persons in the group who will tend to dominate discussions. Prepare to deal with them gently but firmly.
- Do not be afraid of negative statements and do not hesitate to probe for clarifications of ideas expressed.
- Be a generalist, interested in the comments of the whole group. Draw people into the discussion. Beware of the tendency to pay attention only to the most vocal participants or to those who voice support for your ideas.

To Keep in Mind

Television is an excellent means of disseminating information and stimulating questions. But it is good to keep in mind that it is neither an absorbing medium nor one which is highly motivating. The TV medium does not, in itself, call for group participation. Thus it is important for leaders to:

- use the warm-up exercises to encourage camaraderie and participation.
- introduce video programs with enthusiasm.
- allow for different perception levels and retention rates. (You may want to show the tapes more than once, or if you are using a cassette, review certain parts of the tape.)

PROGRAM I: MAKING A COMMITMENT

Making a Commitment, the first of the two World Education in the Classroom workshops, concentrates on developing a working definition of world education for the school/school district. It seeks to build agreement so that a world education thrust in curriculum development will be continued. It encourages individual participants to begin to translate definitions into classroom activities.

This handbook and the videotape offer:

- a number of warm-up activities directed toward helping create the environment for a friendly working situation.
- content for discussion. The videotape for Making a Commitment challenges educators to determine how they will meet the world education needs of their students.
- questions and processes for group discussion. These are designed to debrief the videotape and focus the discussion on what will be the most important ideas to be included in the school's world education thrust.
- suggested activities for the classroom.
- evaluation sheets useful for assessing the in-service experience and for planning the next workshop.
- recommendations for using materials found in the appendix.

A. Introduction/Warm-up

Make this the occasion for the group to enjoy an activity together while directing their attention to the world at large.

Materials needed:
- copies of The California View (see page 5)
- copies of San Francisco and the World (see page 6)

Processes:

1. Hand out copies of The California View.

   The cartoon illustrates many different perceptions of California. After the group has had a chance to examine the cartoon and comment on it, ask

   a) To what extent does the cartoon exaggerate?

   b) To what extent do you think the cartoon gives an accurate picture of the state?

   c) What might be some reasons why there are so many "California views"?

d) How might people of other countries, e.g., Japan, view California?

d) Recall the major world news stories of the last week. Do these illustrate different world views?

2. Give participants copies of San Francisco and the World

Direct participants to rank cities listed according to how far the cities are from the Bay Area. Then ask the teachers to share their answers. After giving them the correct ranking (along with the actual mileage), ask

a) Were certain cities continually under- or over-estimated in terms of their respective distances from the Bay Area?

b) If this is the case, what might be some of the reasons that would explain this occurrence?

c) What does this exercise tell us about our perceptions as to what is distant and what is near?

B. TV Presentation

Materials needed:
- videotape
- television equipment

Introduce the video presentation.

1. Explain to participants how and why the decision was made to use World Education in the Classroom (WECLASS).

2. Give them a brief description of the World Education Center, the group that prepared the in-service programs. (See description on inside back cover).

3. Give an overview of WECLASS and an introduction to Program I: Making a Commitment. For the former you may want to use "The In-Service Programs" found in the introduction to this handbook. For the latter, the following summary is sufficient.

> This first program, Making a Commitment, presents eight concepts which the World Education Center believes provide the basis for sound programming in this field. The concepts are: identity, community, political community, interdependence, diversity/similarity, conflict, war and peace. At the end of the tape we will discuss the concepts presented and then make our own list of key ideas.

C. Debriefing and Discussion

Materials needed:
- Make a list of the eight concepts presented in the film, or provide copies of relevant portions of the TV script (see page 59).
- Copies of "Concepts and the Classroom (page 7) [optional]
- Copies of "More About Eight Concepts" (page 42) [optional]
- Chalkboard or large sheets of paper

Note: You may wish to divide the group into two or more sections. Generally a group of seven or eight offers an opportunity for participation and enough variety to stimulate discussion.

Some may want to do a more detailed examination of the concepts presented in the video program than is offered below. "Concepts and the Classroom: and "More About Eight Concepts" are provided for this purpose.

Processes:

1. Encourage participants to comment on the television presentation, both generally and specifically.

2. Provide the group with a list of concepts or copies of the script.

   Task 1. Using a brainstorming process, have participants list other important ideas. (Ask one of the group to act as recorder and put these on a chalkboard or on a large piece of paper.)

   Task 2. Briefly discuss the list and then ask participants individually to choose five to ten concepts s/he thinks are most important for world education in her/his classroom/school.

   Have participants share their lists and give some explanation of why they made the choices they did.

[This might be a good time to take a short break.]

D. Consensus

Give participants time to reflect on the discussion and to review the choices made by individuals. Then list those selections everyone agrees with. Go back and discuss the remainder. Choose those that people say they can live with most easily.

E. Next Steps

Materials needed:
- Copies of Some Classroom Activities (page 11)
- Commitment Sheets [optional] (page 17)

Process

Suggest that as educators, they have probably been thinking of different ways to implement the content of the in-service session as the workshop progressed. Ask if any in the group have some specific ideas for the classroom, the library, or the administration of the school. Hand out Some Classroom Activities as other suggestions.

N.B. You might find it useful to display a number of units and materials. These may be available in the school or can be borrowed from county or district resource centers. In the Bay Area you might contact the World Affairs Council Schools Program (312 Sutter Street, San Francisco, 982-2541) or the World Education Center (1730 Grove Street, Berkeley, 845-1992).

Ask for agreement that each person will make a special effort to implement one or more of the ideas that were chosen as key ideas for their school. If you wish to use the Commitment Sheets, ask participants to fill them out.

Set time and place for the next in-service session, Charting a Course.

F. Evaluation

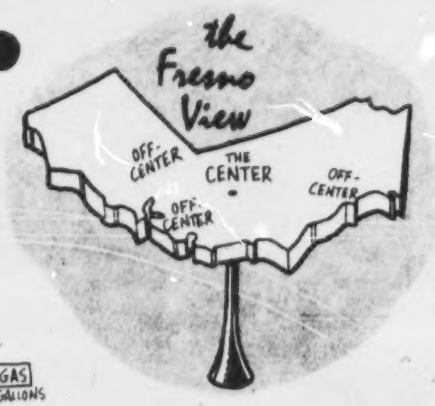
Materials needed:
- Copies of Evaluation Sheets (page 18)

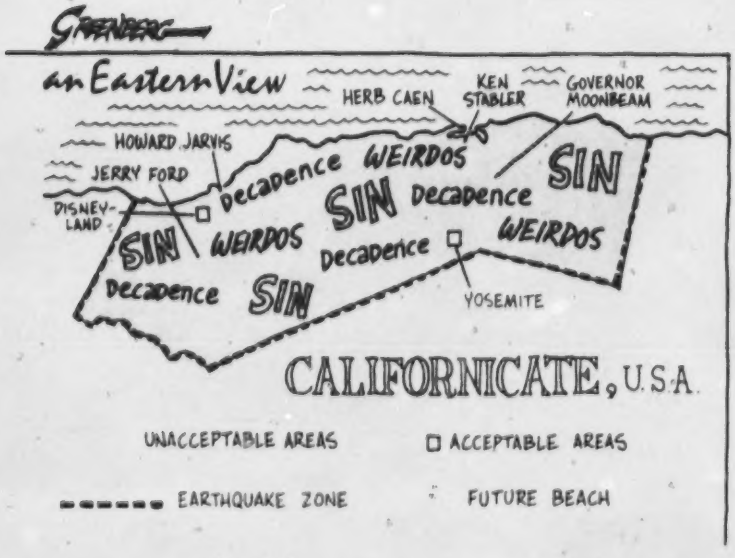
Ask each person to fill out an evaluation sheet.

THE CALIFORNIA VIEW

REGIONALISM LIVES! YOU CAN ALWAYS TELL A MAP OF So. CALIFORNIA DRAWN BY A NORTHERN CALIFORNIAN BY THE MANDATORY SEA MONSTER LURKING OFF L.A.! WHAT'S THE REAL CALIFORNIA VIEW? IT ALL DEPENDS UPON YOUR PERSPECTIVE...

(FROM SEPT '79 ISSUE OF CALIF JOURNAL)





by Steve Greenberg, Daily News, Los Angeles.
Originally published in The California Journal, January, 1980.

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SAN FRANCISCO AND THE WORLD

Arrange these ten world cities by their distance (in air miles) from San Francisco, beginning with the closest.

1) Beijing (Peking), China

2) Lima, Peru

3) London, England

4) Mexico City, Mexico

5) Moscow, USSR

6) Paris, France

7) Rome, Italy

8) Tokyo, Japan

9) Vienna, Austria

10) Washington, D.C., USA

Prepared by the World Affairs Council Schools Program, 312 Sutter Street, San Francisco CA 94108.

Source: San Francisco Examiner World Almanac, 1980, pg. 132.

Note to leaders: cover these answers before duplicating.

Answers (in air miles): 1) Mexico City - 1,887; 2) Washington, DC - 2,441; 3) Lima - 4,518; 4) Tokyo - 5,150; 5) London - 5,367; 6) Paris - 5,577; 7) Moscow - 5,885; 8) Beijing - 5,918; 9) Vienna - 5,994; 10) Rome - 6,259.

CONCEPTS AND THE CLASSROOM

Alternative/supplementary discussion questions for
Making a Commitment.

The two sets of questions given below provide a more in-depth and focussed discussion than that outlined in the handbook for Making a Commitment. Either set may be used in conjunction with the discussion suggested earlier or in place of it.

SET I

For each of the concepts introduced in the videotape (or for those concepts participants have identified as their priorities), ask for responses to the following questions:

1. At present do you deal with this concept in your classroom? If the answer is yes, specifically in what classes or subject areas? In what activities do your students participate that demonstrate their learning of the concept?

2. List five content objectives you think should be included when teaching the concept.

3. What attitudes and values related to the concept do your present efforts encourage? What should they encourage?

4. Should the concept be a priority in your classroom? If the answer is yes, are changes in present practices needed, e.g., new approaches, new ideas?

SET II

Listed below are the eight concepts introduced in Making a Commitment. Each concept is followed by three sample discussion questions designed to help educators explore various aspects of the concept: content objectives, attitudes, and values. (Note to leaders: You may want to read, and encourage others to read, More About Eight Concepts and Seven Roads to a World Without War, found on pages 42 and 46 .)

Identity

1. The narrator in the videotape assumes that learning about different peoples and cultures will aid the individual in understanding him/herself. Is this the case?
2. Is it possible for students to appreciate and tolerate differences in others before experiencing a full sense of self? Why or why not? What does your response mean for classroom application?
3. In what ways might an individual's feelings and/or understandings regarding his/her own identity restrict understanding and empathy for other peoples and cultures?

Community

1. Which communities are emphasized in your classroom? Should others be included?
2. A sense of community can be reinforced both by inclusion and exclusion. Does your study of communities address both inclusion and exclusion? Are both appropriate for helping students develop appreciation for their own community, loyalty, and an open and welcoming attitude toward others and other communities?
3. It is said that Americans pride themselves on self-sufficiency and independence while some other cultures value community and sharing. Assume, for the sake of discussion, that this is true (recognizing, of course, that the short-hand descriptions are stereotypes). What are the benefits and dangers in both of these attitudes? Consider the effects on both individuals and the community.

Political Community

1. Do classroom materials deal with loyalties to and participation in different levels of political community (city, state, nation)? Do the materials discuss possibilities of a new level of political community under a world government? Should they?
2. Do classroom materials distinguish between political power and political authority? If yes, how is each taught? If not, do you consider this a serious omission?
3. Does your curriculum deal with questions of the interaction of nations and governments that are non-conflictual or with conflicts that are settled through diplomacy, economic sanction, third party intervention -- in short, with conflict resolution strategies short of war?

Interdependence

1. The narrator in the videotape claims that the volume of global interaction has increased tremendously over the past three decades. Does this phenomenon find its way into your classroom? Do the materials you use place a positive or negative value on interdependence? Do you agree with the evaluation?
2. Does your curriculum also include efforts and movements toward independence (self-sufficiency in energy, nationalism, self-determination)? Does it examine certain dependencies (resources, aid, protection)? Do the materials place a positive or negative value on independence and dependence?
3. Does the curriculum call attention to the benefits and the dangers of interdependence, independence, dependence?

Diversity/Similarity

1. Are there some cultural differences which are more easily appreciated by students? Could learning about other cultures result in stereotyping, i.. a lack of toleration for differences, in a judgment that other cultures are inferior? Has it ever been your experience that learning about others has made students more, not less, prejudiced?
2. What barriers exist which restrict an appreciation/toleration of cultural differences and a recognition of the similarities among peoples. Does the curriculum address these issues or does it assume that no barriers exist?
3. Cultural borrowing and sharing seem to exist wherever peoples come in contact with each other. Often curricular materials in our schools illustrate how immigrants have enriched American life by bringing their cultures to this country. Do the materials you use in your classroom show how the U.S. has been affected by contact with other parts of the world and how it has in turn affected other peoples and nations?

Conflict

1. Does the curriculum address questions of conflict on all three levels mentioned in the videotape: intra- and inter-personal, intra- and inter-group, intra- and inter-national? Does it distinguish between various means needed to resolve the different kinds of conflict?
2. Does the curriculum recognize that there are times when cooperation and compromise are called for, and times when neither is desirable or appropriate?
3. The videotape states that schools often overlook the non-violent ways people have used to resolve conflict and/or force constructive change in society. Is this true of your curriculum?

War

1. Does your curriculum operate on the assumption that war is inevitable? What is the basis of your judgment?
2. Is the question of the legitimacy of war included in your curriculum? If yes, how is this addressed and on what grade levels?
3. Are alternatives to war included in the curriculum? If yes, what is the specific content? If not, why not?

Peace

1. The videotape distinguishes between inner peace, harmony in the community, and peace in the society. Do you think these are helpful distinctions? Are they included in your curriculum? Should they be?
2. The tape also suggests that older students begin to grapple with the question: What is required if we are to have a world in which war is no longer a legitimate way of settling disputes between and within nations and peoples? How would you respond to this question?
3. "Seven Roads to a World Without War" (page 46) suggests one way to begin to seek an answer to this question. What is your response to this approach? Is this approach appropriate for schools?

SOME CLASSROOM ACTIVITIES

Perceptions of Distance

Frequently we talk of distance as a geographical fact. But isn't it also a matter of perception? (I live in San Francisco and although it is 500 miles closer to Mexico City than it is to Washington, D.C., I consider going to Washington as simply travelling to another city; Mexico City is "farther" away.) This activity is designed to initiate a discussion of perceptions of distance.

Give each person in the class a travel voucher (vouchers should be of varying amounts). Students are instructed that they can "travel" wherever they want as long as the amount of money on the travel voucher will get them there and back home again. Inform students that (1) living accomodations and food will be taken care of so none of the travel voucher funds need apply to these expenses; (2) they must return home within a month's time; (3) they can use any mode of travel they like (airplane, ship, camelback, and so on).

Students are required to fill out a form that tells where they wish to go; how they will get there; how much time it will take, if they make stops on the way, where; how much money it costs; and what they expect to see and do while travelling. (Help students check travel costs by contacting local travel agencies. A country's embassy or consulate can give kinds and costs of internal means of travel. Be considerate of travel agents and consulate or embassy staff. With this in mind, organize requests and countersign student letters.)

In debriefing the project, students can discuss how long it takes to get to places and whether that has an influence on how distant we perceive that place to be. Some students could investigate how long it would have taken their parents or grandparents to go to the same place when they were the student's age.

Who's Who in the Area

One way to demonstrate to children that there are people in the community interested in world affairs is to use the phone book.

Using a telephone book from a medium-size to a large city, have students locate listings under "international," "global," and "world" in the white pages. After separating out those which are not global or international (e.g., the World of Paints), have students put the listings into categories of businesses, social clubs, organizations, educational institutions, etc. Older students could make phone inquiries about the specific purposes of the organizations. (For Bay Area students, see Americans and World Affairs, listed on page 66 .)

Words

Instruct students to match words in the first column with the language or origin in the second column.

1. magazine	a. Italian
2. kindergarten	b. Indian
3. graffiti	c. German
4. democracy	d. French
5. canoe	e. Hawaiian
6. calico	f. Greek
7. kumquat	g. Native American
8. totem	h. Spanish
9. aloha	i. Turkish
10. admiral	j. African
11. coffee	k. Arabic
12. voodoo	l. Chinese

Answers: 1-d; 2-c; 3-a; 4-f; 5-h; 6-l; 7-l; 8-g; 9-e; 10-k; 11-i; 12-j.

What's the Problem?

This exercise is adaptable to many age groups and calls for some role playing. (However, it is good to keep in mind that role relationships are seen very differently in different cultures. For example, in some cultures it would be unthinkable for the younger generation to argue with the older, etc.) It is designed to help students come to understand that when there are conflicts, frequently it happens that the various actors in the conflict see the problem in significantly different ways. Begin by reviewing the Cinderella story. Assign different individuals to play different roles: Cinderella, the step-sisters, the step-mother and the fairy godmother. Set the scene. The fairy godmother has invited a family counselor to Cinderella's home the night after the ball, because everyone was so angry with each other. Each of the actors must tell the counselor what she thinks the problem is. After each has spoken, compare the responses. It is best to compare only two actors at a time.

1. Cinderella	A. Compare 1 and 2, 1 and 3, 1 and 4.
2. the step-sisters	B. Compare 2 and 3, 2 and 4.
3. the step-mother	C. Compare 3 and 4.
4. the fairy god-mother	

Comparison questions:

Do they identify some aspects of the problem which are the same?

Do they see the problem in totally different ways?

Do you think that one party will be able to influence the other's judgment?

What steps must be taken so that the family can continue to live together?

This process could be done with simple stories in the lower and middle grades, in literature in the junior and senior high, and discussions of world issues such as the Soviets in Afghanistan, SALT II and uprisings in Central America.

Food

Have students keep a list of everything they eat for two days. Then ask them to trace the place of origin of some of these foods.

First Names

Have students use a dictionary appendix to locate their first name origins. Then instruct students to draw a coat of arms indicating the place of origin of their name, their family members and occupations and their own interests and goals.

What's the Weather? How's the Weather?

Most newspapers list the weather report which includes the temperatures of cities around the world. On Monday, assign students different cities and tell them that on Friday, each will have to answer the question, "How's the weather in _____?" Students will also be required to tell whether the temperatures listed were normal for this time of year or not. (An encyclopedia will be useful for research.)

Another weather activity is to have students, using satellite weather maps, keep track of the maps for a week. At the end of the week, have them tell where a particular weather front travelled, name the different sections of the globe it influenced, and so on. This could lead to a discussion (with older students) of weather control, e.g., seeding clouds, and pollution. Another issue to be discussed might be a question like "Whose clouds are they?"

Attitudes Toward War

Pick an anti-war novel, poem or song. (Several examples are available from the Civil War, World War I and Vietnam eras.) Analyze its content with the class. Some of the following discussion questions may be helpful.

1. What is the work's major theme?
2. How have conditions changed or remained the same since it was written?
3. To what extent is the urgency of the message retained?
4. How well-reasoned is that message?
5. If a story, poem or song about war were written today, what might be its message? Explain why you gave the response you did.

Coins and Culture

Divide students into four or five groups. Pass out a coin to each group (foreign coins if you have them). Give students these instructions:

> As an archaeological team living in the year 2500 A.D., you have just discovered a remnant of an ancient civilization heretofore unknown. Your task is to find out as much as possible about the culture from the coins. What do the images on the coin suggest? Does the coin show that the culture had a number system? If so, what kind? What kind of metal was used in making the coin? etc.

Have groups then compare lists and evaluate each others' judgments.

Stamps

If you are a stamp collector or if some of your children have an interest in stamps, why not use stamps as a way of learning about other peoples and nations. Using a process similar to the one above, have children examine one or more stamps from a given nation or part of the world. You might give them a series of U.S. stamps and have children ask what these stamps tell a stranger about our country.

Face the Nation

Have students simulate a "Face the Nation" type interview. Select students to portray various world leaders and others to play the role of the media correspondents. Identify a world problem and have "correspondents" interview "world leaders." Suggested kinds of questions might be: What position does your country take concerning the issue and why? What steps will your government take to relieve the situation?

Languages

Use the lists below to help your students learn a little of some other languages. Younger children could learn to count to ten. Some middle grade children might do some simple arithmetic problems.

Spanish	German	French	English	Japanese			
uno	eins	un	one	一	ichi	六	roku
dos	zwei	deux	two				
tres	drei	trois	three	二	ni	七	shichi
cuatro	vier	quatre	four				
cinco	funf	cinq	five	三	san	八	hachi
seis	sechs	six	six				
siete	sieben	sept	seven	四	shi	九	kyu
ocho	acht	huit	eight				
nueve	neun	neuf	nine	五	go	十	ju
diez	zehn	dix	ten				

Conflict

To help students examine different kinds of conflict, divide the class into groups. One group might focus on conflicts in business (trade, strikes, etc.). Another might watch for conflicts between or within nations. Still others might focus on what different groups think the President should do.

Students should strive to answer the following questions:

1. What do the various actors (nations, individuals, groups) identify as the real problem?
2. What actions has each of them taken?
3. What were other options for action available to each of the conflicting parties? Do you think any one of these actions would have been a better route to take? Why? Why not?

Correspondence

Have students begin writing to pen pals in other countries.

For information contact: Caravan House
132 East 65th Street
New York N Y 10021

Enclose $1.00 for a pen pal guide.

Hat Day

Have students research the various kinds of head coverings worn in different countries and regions of the world. They could then choose to make one for a special international hat celebration at school. By way of contrast, students could then look at kinds of clothes that are worn in many countries of the world, e.g., jeans, certain kinds of sportswear, etc. Note the way fashions "travel" -- i.e., the desirability of jeans, dark glasses and so on, to teen-agers in various parts of the world.

International Newspaper

Divide students into groups, each representing different political and/or geographical areas. Have each group prepare a set of articles, editorials, cartoons, etc., representing specific regional points of view concerning global issues and problems, e.g., energy availability, hunger, sharing of ocean resources, disarmament, etc.

Explorers

When the students are studying the early 16th and 17th centuries, known as the Age of Discovery, it might be an interesting project to discuss today's explorations. Students might chart the space explorations and identify what is new or newly discovered with each one. Or they might study the vast areas of undersea exploration. The voyages and claims of the 16th and 17th centuries changed the political and cultural histories of peoples and nations. What kinds of changes might space or sea exploration effect for the next generation? for generations in the future?

Children's Stories

Stories are "naturals" for studying about conflict. A delightful book, Wheedle on the Needle (by Stephen Cosgrove, Serendipity Press, Seattle, 1974) is the story of a tired wheedle who tries to find a quiet place to sleep. Unhappily, the whistling of the people of Seattle keeps him awake. When he can't run away from the problem (avoidance), he tries vengeance (conquest). The mayor of Seattle mediates the solution (process).

COMMITMENT SHEET

I, _____, this _____
day

of _____hereby agree to include a world
month, year

education focus in my school experience by taking the following steps:

1.

2.

3.

_____ _____
signature witness

date _____ date _____

IN-SERVICE EVALUATION SHEET

Making a Commitment

1. I came to this in-service session with

   no some a great deal of
   0 1 2 3 4 5
   background information concerning world education.

2. I found this in-service session to be

   useless somewhat helpful extremely helpful.
   0 1 2 3 4 5

3. The most effective part of the in-service was _____.

4. The least effective part of the in-service was _____.

5. The television component was

   too short about right too long.
   0 1 2 3 4 5

   confusing clear too complex.
   0 1 2 3 4 5

6. The television component

   lacked substance offered good substantive information contained more than I could manage.
   0 1 2 3 4 5

   underemphasized theory was just right overemphasized theory.
   0 1 2 3 4 5

7. The handbook component was

   too short too long.
   0 1 2 3 4 5

   impractical very practical.
   0 1 2 3 4 5

   disorganized well organized.
   0 1 2 3 4 5

8. Background and substantive materials used during the session were

   not helpful helpful.
   0 1 2 3 4 5

For workshop leaders only:

1. As tools for facilitating the in-service sessions, the discussion notes and accompanying resource materials within the handbook were

not helpful		helpful		very helpful.
0	1	2	3	4	5

2. In leading the in-service sessions, I

followed directions as they were written		made some revisions along the way		deviated totally from the proposed format.
0	1	2	3	4	5

3. The in-service format could best be improved in the following ways:

PROGRAM II: CHARTING A COURSE

Charting a Course, the second of the two World Education in the Classroom workshops, introduces four approaches to incorporating world education into the curriculum. It asks participants to evaluate each of the approaches in terms of their school's needs and examine their respective strengths and weaknesses. Since these approaches do not represent the only possibilities for world education curriculum development, participants are encouraged to draw upon their knowledge and reflect on their experiences in deciding upon an approach, or combination of approaches, for further exploration and/or development.

The handbook and videotape offer:

1. Introductory activities which encourage sharing of world education efforts in the classroom and facilitate the development of a friendly and productive work session.
2. Content for discussion. The video presentation for Charting a Course introduces participants to world education curricular approaches and resources for their implementation.
3. Questions and processes for discussion. These are designed to debrief the video presentation and to expand upon its content.
4. A process for arriving at consensus and for deciding upon next steps.
5. Evaluation sheets useful for assessing the in-service experience.
6. Recommendations for using materials found in the appendix.

A. Introduction/Warm-up

Make this an opportunity for participants to learn from each other.

Materials needed:
- Prioritized list of concepts developed in first workshop
- Copies of Our World sheets for participants (page 25)

Processes:

1. Call participants' attention to the prioritized list of key concepts which was developed during the first workshop session. Ask participants to describe briefly classroom activities they directed or resources they located which related to these key ideas. (Note to leaders: If teachers seem reluctant to begin, you should initiate the process by describing an activity you did with your students and any resources you found helpful.)

2. To introduce participants to the content of the videotape, give them the Our World sheets and ask them to respond.

   Note to leaders: Here are some examples of possible responses:

   Things from other cultures: celebration of St. Patrick's Day
   soccer
   haiku

   Global networks: telephone system
   Mobil Oil
   air travel

   Four concepts: human rights
   change
   communication

   Issues: hunger
   arms control
   terrorism
   energy

B. TV Presentation

Materials needed: Videotape and TV equipment

Introduce the video presentation.

Recall that the first program dealt with ideas central to world education in the classroom. The second, Charting a Course, briefly describes four approaches to world education. These approaches are: conceptual or thematic, open door, cross-cultural, and context education.

There are other ways of incorporating world education into the curriculum. The Center chose these particular approaches because they illustrate the diversity which exists within the field. Teachers should feel free to augment, reshape and redefine these approaches to meet their own needs, to create their own frameworks.

C. Debriefing and Discussion

Materials needed:
- Copies of Summary Sheet A (page 26)
- Copies of Summary Sheet B (page 27)

1. Hand out copies of Summary Sheet A.

   a. Give participants time to read the sheet and then ask them to place the following in the proper categories:

a unit dealing with human rights [themes and concepts]
a unit which explores one aspect of Japanese culture [cross-cultural]
a unit which traces the links between consumer products available in students' homes and their countries of origin [open door]
a unit which examines the Arab-Israeli conflict and how different nations react to it [context education]

b. Ask participants which of these approaches they have used/ are using in their classrooms. Take a few minutes to share responses.

c. Summary Sheet A lists four approaches. Are there other approaches not included on this sheet which could be useful? If so, describe what they might be.

2. Hand out copies of Summary Sheet B. This sheet contains the videotape's summary of the possible strengths and weaknesses of each of the approaches. Ask participants if they agree with this summary. What would they add, delete or change?

3. Tell the group that you would like their responses to two questions, one which is hypothetical and one which is practical.

(a) If your school was everything you wanted it to be and there were no major obstacles to the kind of world education program you could incorporate in the classroom, which approach would you stress and why?

(b) Now take a look at the real situation. Every school has certain limitations. These limitations can present some obstacles to implementing a world education program. Which approach do you favor and why? (Ask one of the group to record the responses on a chalkboard or large sheet of paper.)

[This might be a good time to take a short break.]

D. Consensus

Ask participants: Do you agree that a well-developed curriculum in world education includes elements of all of the approaches, but that in one curriculum, one or perhaps two of the elements serve as the main focus of the program?

The task is to determine what will be the organizing principle of our curriculum efforts.

Go back to the sheets prepared in 3b. above and see if there is agreement. Discuss any area(s) of lack of agreement. If there is a minority opinion, ask if those individuals could live with the majority opinion. What kinds of changes need to be made?

E. Next Steps

Optional materials: Copies of Commitment Sheet (page 28)

Note to leaders: Below are listed a number of steps that could be taken as the result of the two workshops. Together the group will have to make the decision as to which are appropriate for your school's needs.

1. Volunteers will begin to identify resources needed for developing the program.
2. Participants will do more personal research and reading on world education.
3. Teachers will try more world education activities in the classroom before committing the school to curriculum development program.
4. A world education professional will be consulted to aid in planning next steps.
5. A committee will seek support for world education program by inviting parents/school board members to participate in a workshop using the first videotape.
6. Some participants will review world education materials now used in the school and make recommendations for materials to be purchased. (See Evaluating Materials, page 55.)
7. A date, time and place will be set for next meeting.
8. A small committee will be asked to set an agenda for the next meeting.

Those interested may wish to fill out the optional Commitment Sheets. Leaders should collect these sheets and make a report summarizing conclusions for the next meeting.

F. Evaluation

Materials needed: Evaluation Sheets (page 29)

Ask each person to fill out an evaluation sheet.

OUR WORLD

We learn about our world and experience its variety in a number of ways.

1. List three things that you regularly experience or often use that have come to you from another culture.

2. List three global networks.

3. List three concepts that can be included as a normal part of three or more academic disciplines.

4. Identify three important world problems.

CHARTING A COURSE: SUMMARY SHEET A

Themes/Concepts
"IDEAS"

It is possible to select a limited number of ideas and provide students with a framework for organizing information and experiences about the world and their roles in it. Themes and concepts can be applied to various academic disciplines and methods.

Open Door
"LINKAGES"

The world is no longer "out there"; it is part of our local community. If students come to understand the many ways their communities are tied to various parts of the world and how the "world" enters their communities, they will have a better understanding of our interdependent world.

Cross-Cultural
"PEOPLES"

The world is made up of many peoples and cultures. In order to get along in this world, students will have to learn to tolerate differences, recognize the contributions of their own and other cultures, cherish their own traditions, and learn to live with diversity.

Context Education
"FRAMEWORKS"

We live in a world characterized by both cooperation and conflict--a world with common concerns and problems. Students need to understand that various individuals, groups, peoples and nations approach these concerns not from a vacuum, but with a particular set of assumptions, judgments, beliefs and values. These influence not only their decisions on how to deal with the issue but also on how issues are perceived and understood.

On the back of this sheet, briefly describe any other curricular approaches to world education that you think should be discussed.

CHARTING A COURSE: SUMMARY SHEET B

Themes and Concepts

Advantage: structurally adaptable to various disciplines and grade levels

Possible disadvantage: may assume inherent superiority of a few concepts and themes

Open Door

Advantage: concrete and relevant to the student

Possible disadvantage: may lead to an interest in and an appreciation for only those experiences directly affecting students' lives

Cross-Cultural

Advantage: emphasizes commonality and diversity

Possible disadvantage: unintended cultural bias and stereotyping

Context Education

Advantage: emphasizes analytical skills

Possible disadvantage: may overlook important human behaviors that are not rationally based

Other approach(es)

Advantage:

Possible disadvantage:

COMMITMENT SHEET

I, _____, this _____
day

of _____ hereby agree to include a world
month, year

education focus in my school experience by taking the following steps:

1.

2.

3.

_____ _____
signature witness

date _____ date _____

IN-SERVICE EVALUATION SHEET

Charting a Course

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   0 1 2 3 4 5

   background information concerning world education.

2. I found this in-service session to be

   useless somewhat helpful extremely helpful.

   0 1 2 3 4 5

3. The most effective part of the in-service was _____.

4. The least effective part of the in-service was _____.

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   too short about right too long.

   0 1 2 3 4 5

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0	1	2	3	4	5

3. The in-service format could best be improved in the following ways:

APPENDIX

WHAT WORLD EDUCATION IS NOT!

World education, global perspectives in education, worldmindedness, and global education are terms that point the way toward approaches to education that take into account the world as we experience it today. Since these terms express a relatively new phenomenon in education, a certain amount of ambiguity is to be expected and tolerated. Nevertheless, it is important for those who want to develop sound educational programs in this field to specify as clearly as possible what they mean when they speak of world education. One way of dealing with terms whose meanings appear to be elusive is to use a negative definition, focussing on what the term does not mean. "World education," the term used in these materials, has been confused with multiculturalism, international and area studies, future studies, and citizen education. World education has elements in common with each of these, but its meaning is not reducible to any of these conceptual frameworks. In this essay we will attempt to show what world education is not in the hopes of facilitating positive definitions of the term. We will do this by comparing world education with four frameworks with which it can be confused.

I. World Education and Multiculturalism

A multicultural perspective is essential in developing world education programs. Yet the two terms, world education and multicultural education, are far from synonymous. World education says that because the world is multicultural and because human beings express their needs and wants in different ways, an understanding of the similarities and the diversities of peoples is a necessary ingredient for interpreting human experience. Therefore, world education must include multicultural components. On the other hand, multicultural education need not include a global focus.

Some multicultural programs are derived from local, regional, and national realities and are not world-centered but are rather nation-centered. Rationales for these programs emphasize the importance of helping individuals develop a sense of personal identity and pride in their cultural heritages. Such programs are at times justified as creating mutual understanding, hence reducing prejudice, discrimination and conflicts among the various groupings

in this country. Thus, multicultural education programs are often well received in those areas where ethnic and racial conflicts are common.

In contrast, world education, while recognizing the importance of understanding individual identity as well as our national experience, maintains that even if the United States had an entirely homogeneous population and even if conflict were not reduced, an understanding of other peoples and cultures is important. The world is culturally pluralistic.

It should be kept in mind that some multicultural programs do move beyond national borders and do develop curricula set in a world perspective. These programs use cross-cultural studies as an organizing principle for learning about our world.

II. World Education and International and Area Studies

World education is also associated with international and area studies. International studies emphasizes the interaction of governments and concentrates on the political and economic relations of nations. World education regards international studies as an important element in the curriculum. Yet, in order to fulfill its goals, international studies need not be global. It may present the world, not as one, but as a complex group of independent and sovereign nations.

Area studies explores one or more major regions of the world in depth, examining political, economic, and cultural systems. Often such programs ask how the region interfaces with other parts of the world. As is the case with international studies, some area studies will be included in world education's efforts to help young people understand the world. Area studies programs also need not necessarily include a global perspective in their efforts.

III. World Education and Future Studies

World education and future studies may have a common parent in the increased awareness of our "shrinking" globe and those so-called issues of survival: energy use, overpopulation, hunger, the arms race and so on. The primary difference between the two lies in the fact that while future studies

concentrates on students learning about the world they will be living in and on helping prepare them for the changes they will face, world education looks at the world as it now exists and argues that greater knowledge and understanding of this world should be the central concern of educators. A futurist, unlike the world educator, may spend her/his energies on one issue or one part of the world. Thus, while both world education and future studies may share similar worries, their primary focus is quite different.

IV. World Education and Citizen Education

Citizen education is committed to the school's traditional responsibility to teach the fundamental values of democratic political systems, to encourage meaningful participation in the governing process, and to develop a sense of loyalty to and pride in our country. Since a knowledge of world affairs is essential if students are to understand the nature and rationale of American foreign policy, citizen education and world education may have some similar goals.

World education encourages citizen education but does not yet extend the idea of citizenship to the world. World citizenship has legitimacy only in terms of what might be in the future; one cannot hold citizenship in a political community that does not yet exist. However, world education may study efforts directed toward building a world political community, examining both the benefits and dangers of a world government.

World education and citizenship education supplement one another -- one looking toward the world as a whole and the other focusing on the health of our nation and on its role in the world.

We hope that this essay helps clarify how world education differs from multicultural education, international and area studies, future studies and citizen education. We also hope that by offering a negative definition (what world education is not) we will encourage you to place limits on what you mean by world education in your classroom. The next step is to articulate a positive statement (what world education is) that will give direction and guidance to your efforts. The essay "Global Education" by Robert Leestma (see page 34) may be of some assistance in this regard.

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The challenge to educators is to develop a humanistic education fitted to the reality of interdependence on an ethnically and culturally diverse planet with finite natural resources

By Robert Leestma

In no country today does education correspond sufficiently to the reality of world conditions, events, and issues. Given the nature of the contemporary world and the foreseeable future, every educational system should reflect much more adequately than it currently does such matters as the unity and diversity of mankind, the interdependence of nations and peoples, and the need for international cooperation in shaping an acceptable future.

The challenge for educators at all levels is to develop a humanistic education appropriate to the reality of interdependence on an ethnically diverse and culturally pluralistic planet with finite natural resources. The labels most commonly applied to emerging efforts to meet the challenge are "global education" or "global perspectives in education," with the former becoming the more widely used. Although a distinction can be made, the terms are commonly interchangeable and will be so used in this article.

Given the intrinsic complexities of the main areas of concern and the relationships between and among them, no single summary of global education will please all. Different schools of thought would make different elements or combinations thereof the central organizing theme. Regardless of the particular formula or design, all of the following thematic clusters that make up the mosaic of global education need to be attended to in some fashion in every school's effort to come to grips with the world

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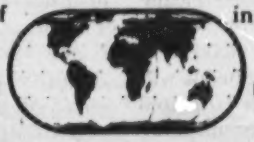
of the present and the foreseeable future.

Components of Global Education

1. *Unity and diversity of mankind.* Among the key aspects here is the view expressed by John Goodlad that ". . . all of the earth's peoples [are] a single species gloriously enriched by diversity." A related and equally important perspective on the kinship of all mankind is well summarized by global education pioneer Lee Anderson, who illuminates both the need and the opportunity to ". . . perceive of oneself, of one's community, of one's nation, and of one's civilization as both 'culture borrowers' and 'culture depositors' who both draw from and contribute to a 'global bank of human culture' that has been and continues to be fed by contributions from all peoples, in all geographical regions, and in all periods of history."

Global education is concerned with the commonalities among mankind, with the fact that certain basic human concerns and needs are shared by all. But global education is also concerned with the differences within the family of man. It embraces not just the idea that all men are brothers, but also, as someone has said, that "all brothers are different."



Interdependence is not a seasonal or a cyclical phenomenon, but a pervasive reality that is increasingly becoming a central fact of national existence and clearly the shape of the foreseeable future

No nation's view of the world is universally shared. Other cultures have different value systems, different frames of reference, different ways of thought and action, and, consequently, different views of the world. Global education helps students develop an understanding of these differences, of mankind in other settings, of other ways of being human, of different views of what the world's future should be like and how it should be shaped. By helping correct cultural myopia and astigmatism, global education reduces ethnocentrism and thus better prepares students to cope with the complex realities of nationalism and cultural differences on an international scale.

The ethnic diversity and cultural pluralism of mankind produce problems as well as progress, both for individuals and nations. Global education can help alleviate or resolve some of the problems, increase the probability of progress, and facilitate mutual achievement for the common good. Through intercultural knowledge, empathy, and skills, students can be prepared to communicate effectively with people from cultures different from their own both at home and abroad. The importance of developing capability in intercultural communication within a nation is obvious in our own pluralistic society. It is an equally compelling necessity between and among nations in an interdependent world where many major problems are increasingly transnational in nature and can only be solved through international cooperation.

Individual development is enhanced rather than diminished if fostered within the concept of the kinship of mankind. The unity between the goal of self-development and that of mankind awareness is, in Goodlad's phrasing, reflected in ". . . finding oneself through meaningful, compassionate identification with all mankind," beginning with family and neighborhood and moving outward to the rest of the world. In the process of developing an understanding of the human condition and human adaptability around the world, the individual can broaden and enrich his or her vision of the alternatives possible for personal growth.

2. *International human rights.* This subject has a unique contribution to make in linking human development and the strengthening of democracy with interdependence. Its study by both teachers and students has enormous potential for positive long-term consequences for effective citizenship in an interdependent world. It is especially significant for the global orientation of the students now in school, that first generation of citizens who will have to cope with the fullness of interdependence.

The human value system is at the heart of the matter. A proper concern for human rights at home and abroad needs to become part of the shared commitment in the minds of citizens everywhere. Whether the spirit and perspectives are those of the founding fathers of a free society in North America or of contemporary voices like Nobel laureates Sakharov and Solzhenitsyn, human rights are fundamental to the achievement of human potential.

Human rights are basic to human dignity, to the maximum development of human potential, and to the "human use of human beings," in the

memorable phrase of mathematician Norbert Weiner. The securing of human rights for all mankind has both moral and political dimensions for Americans, not only because of our national heritage but also because of the fundamental support it gives to democratic forms of government. At present, people in only about one in six nations enjoy a reasonable measure of civil and political liberties. President Carter's foreign policy initiatives in international human rights deserve serious attention in any comprehensive approach to global education.

3. *Global interdependence.* It is becoming increasingly apparent that the most realistic and useful way to perceive the world is as a planetary ecosystem—an interconnected global web of interacting and interdependent physical, biological, and social subsystems. The global life-support system, including air, water, and soil, is shared by all living creatures. To the planet's organic interconnectedness has been added a diverse set of man-made complications and dependencies including population growth; industrialization with its growing energy, raw materials, and international trade requirements and its environmental pollution problems; and nuclear weapons and proliferation of nuclear capability.

The nations and peoples of the world have become more and more interdependent—economically, politically, environmentally. They are closely linked in a variety of ways—through science, technology, trade and business, monetary systems, transportation and communication systems, and international organizations. Technology is greatly accelerating the emergence of a world society.

In an especially visible example, the world is linked together for literally instantaneous cross-cultural communication through satellite television. Only a decade ago, millions of people around the world shared the thrill of seeing American astronauts walk on the moon. Already much of the world has become accustomed to watching the Olympic Games and becoming fans of new sports and athletes from countries other than their own. But nothing anywhere in mankind's joint aspirations for peace has ever matched the impact of the live television coverage of Egyptian President Sadat's dramatic visit to Jerusalem in November 1977 to meet with Prime Minister Begin and the Israeli Parliament. As an example of people around the world sharing—and making—a common history, the simultaneous witnessing of the event by an estimated half billion people stands unparalleled in the records of the human race.

More people are beginning to understand the reality of interdependence and the fact that mankind shares a common destiny to a greater extent than ever before

In a speech last December, U.S. Commissioner of Education Ernest L. Boyer summarized the significance of the key moment: "It is not to diminish what happened in the Middle East to say that none of the words exchanged during that visit, none of the speeches, none of the documents, none of the private meetings, none of the toasts was as significant as the riveting of the whole world's attention on one single, simultaneous, breathtaking, symbolic image: two former enemies shaking hands. Instantly, 500 million people felt their connectedness, their perspective was expanded, and momentarily, the world was brought together in a grand human gesture on behalf of peace."

Quite apart from a historic moment on television, more people throughout the world are sharing a common history than ever before, and a sense of global consciousness is beginning to dawn. More people are beginning to understand the reality of interdependence and the fact that mankind shares a common destiny to a greater extent than ever before. American historian Cyril Black places it in historical perspective:

"The change in human affairs that is now taking place is of a scope and intensity that mankind has experienced on only two previous occasions, and its significance cannot be appreciated except in the context of the entire course of world history. The first revolutionary transformation was the emergence of human beings, about a million years ago, after thousands of years of evolution from primitive life. . . . The second great revolutionary transformation in human affairs was that from primitive to civilized societies. . . . The process of change in the modern era is of the same order of magnitude as that from prehuman to human life and from primitive to civilized societies. . . ."

Among the major problems that are shared by many nations and that can

be solved or alleviated only through transnational cooperation are those related to food, population, poverty, energy, raw materials, trade, environmental pollution, disease, and maintenance of the planet's biological life-support system. Central to some of these problems are the finite nature and the unequal distribution of various natural resources. There are at least three clusters of issues or problems inextricably imbedded in interdependence:

☐ Growth vs. equilibrium: The economically developed countries in general and the United States in particular have reached their present levels through philosophies, policies, and conditions conducive to growth. According to an early study by the Club of Rome, "the limits to growth on this planet will be reached some time within the next hundred years" if present growth trends of five basic factors continue unchanged. These dominant elements are population growth, accelerating industrialization, depletion of nonrenewable resources, a deteriorating environment, and limitations on arable land and fresh water for agricultural production. All five of these variables are interrelated and growing at exponential rates. The dynamic interaction among these factors is generating ominous strains upon the earth's capacity to sustain life and growth. Under such circumstances, the political dynamics of allocation of resources and the achievement or maintenance of quality of life for all in a finite world present the most complex and difficult problem mankind and human nature have yet faced.

☐ Underdevelopment and instability: The majority of nations suffer from economic and political underdevelopment, many grievously so. One-half of humanity goes to bed hungry every night. Two-thirds of humanity reportedly do not have an assured supply of safe water. In their striving toward modernization and the capability to meet basic human needs, most underdeveloped nations continue to experience the strong pressure of rising expectations from their people. Most of these nations are, to a considerable extent, unable to satisfy these expectations by themselves from their available resources and because of varying combinations of problems associated with international trade policies and patterns, international monetary problems, and changing world conditions. The gap between most of the have and the have-not nations continues to widen, further complicating the situation and increasing political animosity and global instability. The resulting pressures toward a "global fairness revolution" should not be underestimated.

Because there is no isolation nor immunity from the consequences of underdevelopment of such a large portion of mankind, the highly industrialized nations, particularly ones as economically interdependent with the rest of the world as the United States, are inevitably affected in a variety of ways. The global instability resulting from underdevelopment is a major problem that will not go away during our lifetime.

☐ Conflict and conflict resolution: This group of factors is related in obvious ways to the foregoing conditions, problems, and issues in interdependence, human rights, and the diversity of mankind. It includes nuclear weapons; disarmament, war and peace and the continuum between.

The specter of nuclear weapons dominates the scene. Dean Rusk put the relation of nuclear weapons to the future of mankind in cogent terms for educators in 1964 in a speech before the American Association of School Administrators: "One thing you educational leaders must understand, as a new factor which has appeared on the world scene in the past decade, is this: The survival of man is no longer a matter merely for philosophical speculation; it is an operational problem for governments and is involved in their daily decisions. The first visceral reactions to the day's news could lead to catastrophe. . . ."

The problem has been greatly compounded in the intervening years because of the proliferation of nations with nuclear capabilities.

4. *Intergenerational responsibility.* Actions taken today inevitably affect the future—of mankind as a species, the population-carrying capacity of the planet, and the options, foreclosed or remaining, that bear on the quality of life for our descendants. Decision-making must increasingly take into account appropriate consideration of long-term consequences of various possible choices. Human use of Planet Earth may be seen as a special kind of living trust, each person having obligations for the maintenance of the health of the planet during his or her lifetime. We should pass it on to our descendants in at least as good a condition as we inherited it.

5. *International cooperation.* The boundary line traditionally drawn between foreign and domestic matters is increasingly artificial. Many major problems mankind faces are common to many nations, and some to all nations, and can be solved or alleviated only through international cooperation of one sort or another—bilateral, regional, or worldwide. It is becoming more apparent that whatever form the future ultimately takes, mankind has an increasingly common destiny. No small part of this destiny will be shaped within various international

arenas, through intergovernmental organizations such as the UN and OECD as well as through other multilateral contexts.

Why Global Education Is Important

As one reviews the concept and components of global education, it is clear that the mixture contains both old and new elements in subject matter and perspective. There are many familiar elements in domestic experiences and ongoing programs to build on—for example, intercultural understanding through existing ethnic heritage, bilingual, and international studies programs; local, regional, and national social and economic development programs for the disadvantaged in America; civil rights and the Bill of Rights locally and nationally; and environmental education programs.

Many of the new aspects like interdependence, focus on the future, and the process of change are already coming into daily public consciousness through one line or another of the citizen's total information network of media and individual interactions. In part, global education extends these resources and concerns to a broader perspective. Global perspectives have often been effectively introduced by educators collaborating with community groups in a study of the involvement of the local community and the state in the world and, conversely, of the world in that state and community.

Large multinational corporations dramatize the extent of global interdependence. Internationalist Harlan Cleveland reports that "more than one-fifth of what we learned in school to call 'international trade' is now the *internal* transactions of international companies."

Interdependence is clearly upon us in the United States, however one looks at the evidence. For example:

- ☐ our taste for imported goods that have become staples in the mainstream of the domestic marketplace (television sets, automobiles, shoes);
- ☐ our almost total dependence on foreign sources for such basic raw materials of modern industry as manganese, chromium, tin, and bauxite;
- ☐ our heavy dependence upon foreign sources for oil (in 1977 we imported $42 billion worth of oil, a $10 billion increase over the year before, which helped boost our trade deficit in 1977 to $27 billion);
- ☐ one of every three acres of American farmland is producing crops for export;
- ☐ one of every six American manufacturing jobs is in export industries;
- ☐ one-third of the profits of American corporations comes from exports or foreign investments;
- ☐ approximately 250 billion of U.S. dollars are held by foreign governments or citizens, a significant amount of them by the oil exporting countries; a shift of any substantial amount of these holdings and reserves into other currencies could traumatically depress the value of the dollar with exceedingly severe economic consequences for the United States and many other countries.

In another way of looking at our involvement in the world, the ecologist G. Tyler Miller, Jr., notes: "The U.S. with less than six percent of the world's population uses almost one-third of the world's resources and produces about half the world's pollution. . . . The average American consumer has from 25 to 50 times as great an impact on [the world's] life-support system as a peasant in an underdeveloped country. . . ."

According to present world population figures, these gaps appear more likely to widen than to narrow. The global population currently totals more than four billion, the largest number of people ever alive at the same time. Present trends indicate that this number probably will double in the next 40 years and may triple in 60 years. Robert McNamara, president of the World Bank, sees such population pressure upon the planet as "an even more dangerous and subtle threat to the world than thermonuclear war, for it is less subject to rational safeguards. . . ."

By 1978 it has become abundantly clear that there is an urgent need for all nations to redefine the concept of national—and international—security, to go beyond the traditional concern with military capability. Lester R. Brown, president of Worldwatch Institute, insightfully summarizes the broader view: "The overwhelmingly military approach to national security is based on the assumption that the principal threat to security comes from other nations. But the threats to security may now arise less from the relationship of nation to nation and more from the relationship of man to nature . . . . Numerous new threats derive directly or indirectly from the rapidly changing relationship between humanity and the earth's natural systems and resources." While the "unfolding stresses in this relationship initially manifest themselves as ecological stresses and resource scarcities," these later "translate into economic stresses—inflation, unemployment, capital scarcity, and monetary instability." The ultimate consequences are that these "economic stresses convert into social unrest and political instability."

Interdependence is not a seasonal or a cyclical phenomenon, but a pervasive reality that is increasingly becoming a central fact of national existence and clearly the shape of the foreseeable future. It is both unrelent-

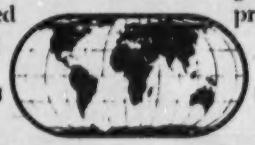
ing and irreversible if most of the developed countries, and especially the United States, intend to maintain anything like their present kind and standard of living. The upshot of all this has been stated succinctly by Harlan Cleveland: "Our problem is now to build deep into our national psyche . . . the idea that what happens around the world is our personal business, and what happens in the United States has widespread and long-lasting impact abroad. To cope with interdependence, we will have to erase from our minds what is already blurred out there in the real world—the sharp distinction between what's 'domestic' and what's 'international.' "

Although an important part of the environmentalist's creed and the global education concept is concerned with the fragility of Planet Earth, it is even more sobering to ponder a different perspective from the distinguished biologist Lewis Thomas in his book. *The Lives of a Cell:* ". . . [I]t is illusion to think that there is anything fragile about the life of the earth; surely this is the toughest membrane imaginable in the universe. . . . We [the human species] are the delicate part, transient and vulnerable as cilia."

This perspective has an equally compelling counterpart in UN Secretary-General Kurt Waldheim's analysis of the scale of the challenge facing civilization: "Many great civilizations in history have collapsed at the very height of their achievement because they were unable to analyze their basic problems, to change direction, and to adjust to the new situations which faced them by concerting their wisdom and strength. Today the civilization which is facing such a challenge is not just one small part of mankind—it is mankind as a whole."

All citizens everywhere hold common stock in the future of both the planet and the human race. Given the present state of the world and the limited extent to which the full reality of global interdependence is yet acknowledged by most people or governments, the thoughtful citizen can only second the observation of E. B. White about man's abuse of the environment: "I hold one share in the corporate earth and am uneasy about the management."

With the reality of current interdependence slowly beginning to strike home—initially in no small part because of the impact on the local economy and individual inconvenience stemming from the Soviet wheat purchases and the OPEC oil embargo of the early 1970s—the dimension yet to be added to national understanding is the realization that many of the decisions we make today will determine the choices that remain for later generations. Today's decisions not only affect the simple availability or nonavailability of renewable and nonrenewable natural resources and raw materials, but also impact on the cumulative social, economic, and political condition of the planet—on the very forms of government and quality of life that will or can prevail in the future. This has special significance for Americans because our treasured political freedom and military security are inseparable from the nature and strength of our free enterprise economic system.



The fate of global facts and perceptual frameworks in a world still made up of ethnocentric nations and peoples depends to an important extent upon what educators choose to do about the challenge

It is sobering indeed to realize that, according to Freedom House's annual comparative survey of freedom, the number of countries with freely elected democratic governments is now down to about 25 out of 150 polities around the world. Even with the restoration of India's over 600 million people to the category of "free," only a third of the world's people enjoy a reasonable measure of civil and political liberties. The preservation of democracy will require the most thoughtful kind of long-range planning in coping with the realities of an interdependent world.

The Challenge

In geological terms, mankind is living on an increasingly unstable fault line. Various global problems are reaching proportions where singly or in combination they can have seismic effects throughout the world. The difference between the great change in human affairs now in process—the globalization of society and increasing interdependence—and previous major transformations is that the future is becoming recognizable while it is on the way. There is still time to help shape it in more acceptable ways.

There are profound implications for American education in all of this, beginning with broadening the concept of the educationally disadvantaged to include all those whose education has not prepared them to cope with the global facts of life. Access to global education should be available

to all students to help them meet the inescapable challenges of citizenship in the global age now upon us.

Heretofore education has traditionally dealt with small worlds, basically national or regional. Henceforth education must also include suitable attention to the larger world—the Planet Earth, global issues and dynamics, and the whole round world of mankind. A more world-centered education has become an imperative for American citizenship in the global age.

Even if one uses the most rigorous criteria for selecting what should be in a curriculum—for instance, that suggested by the Harvard psychologist Jerome Bruner, ". . . whether, when fully developed [the subject or material] is worth an adult's knowing, and whether having known it as a child makes a person a better adult"—the content and concept of global education pass with flying colors.

Among the forces on the national scene encouraging global perspectives in education is the U.S. Office of Education. For the first time a U.S. Commissioner of Education, Ernest L. Boyer, has publicly endorsed and strongly advocated global education as a priority. Speaking last December, Dr. Boyer emphasized:

"I'm convinced that education must begin to focus on a new curriculum, one that gives us a clear vision of the unity of our world in a social and in a physical sense as well.

"I'm convinced it's time to teach our students that all of our actions on this planet, physical and social, are intimately interwoven and irrevocably interlocked."

Commissioner Boyer's commitment to developing an appropriate federal role has been reflected in a number of ways, including the initiation of an annual symposium on global perspectives in education and the establishment of a high-level Task Force on Global Education to help draft recommendations for OE program initiatives. He also reflects the concern for a global-minded curriculum in the recently published *Education for Survival:*

". . . the future must be a part of the curriculum to be studied. If consideration of the past and present emphasizes American society's internal connectedness, looking ahead will underscore complex global interrelations. And to inquire about that is to wonder not only whether the future will resemble the present but also whether there will be a future. . . ."

However, the various elements that constitute global education are also clear and strong enough in their own right to be undertaken as aspects of existing courses of study, if that is a more feasible approach in a given institutional setting.

Global education is a challenge that has the potential to rival Sputnik in reinvigorating American education with a sense of mission. Taken as a whole, it offers the closest thing in education to a moral equivalent of war. The concerns involved convey the full complexity and fascination of world reality as well as the imperative element of survival. Even as fulfilling the responsibilities of American citizenship in the modern world is a demanding task, so will developing an effective program of global education require much of our educators because, to borrow a thought from Harlan Cleveland, "they happen (or have chosen) to be citizens of the only nation that is truly global in its reach."

The American cultural context offers a more congenial environment for developing an effective global education program than might be thought at first glance, starting with the fact that we are a nation of immigrants or descendants of immigrants. From the beginning we have had an organic relationship between school and community through the tradition of local support and control. Moreover, there is a strong intrinsic relationship of some aspects of the global education concept to certain elements in our history of national development (ethnic diversity and cultural pluralism) and in the national value system (humanitarianism, human rights, a sense of fairness and equity) as well as to emerging national movements of enduring significance in and out of education (environmental protection and quality of life).

Of great significance since World War I, but especially since World War II, is America's extensive role in the world. Indeed, as the Bicentennial celebration fades and we move into our third century as a nation, one might view the global education agenda as a declaration of *interdependence,* a natural evolution of national response to the realities of a global age. Neither independence nor patriotism is compromised in educational attention to global reality. Learning to see the national interest in world perspective and the world interest in national perspective are two sides of the current coin of national sovereignty and enlightened self-interest.

In the traditional American context, we have grown up with the understanding and acceptance of dual citizenship—state and nation—as the natural order of things. Just as surely from this point on we are moving rapidly into an era in which our concept of communities of affiliation must expand to encompass three—state, nation, and world.

The basic rationale for citizenship education in a democracy continues to be that our form of government

can function satisfactorily only if the citizens understand the problems and issues that society and government face. As we learned from Jefferson's dictum, we cannot be both ignorant and free. It is now clear on every hand that many of the major problems and issues facing our nation and every nation—in fact, the world—have changed. Citizenship education must be resized to include world-mindedness, a sense of the future, and the dynamics of change in an interdependent world.

Some of the crucial facts and needs and some of the relevant propositions and perspectives involved in meeting the educational challenge of our times may be summarized as follows:

☐ The future is not what it used to be. Mankind is beginning to share a contemporary common history and increasingly faces a common destiny. No nation has a separate future anymore.

☐ The future we face inevitably will be more international than the past. Global interdependence is a pervasive reality and probably irreversible. In nationalistic terms, neither manifest destiny nor self-sufficiency is what it used to be.

☐ The future is now. Nuclear proliferation and interdependence are present facts of life. The new frontiers are in inner space—understanding mankind, interdependence, and intergenerational responsibility—and in international cooperation for the common good.

☐ The boundary lines between problems commonly labeled "foreign" and "domestic" are often artificial and misleading. The United States is both national and international and will remain so. There is no way we can opt out of the world. We need to learn to see world problems in global perspective.

☐ Concern for international human rights is an integral part of global education because human rights are fundamental to the achievement of human potential. The subject is also of special importance because of its natural relationship to the American creed, its contribution to the development of a global perspective, and its long-term consequences for strengthening democratic forms of government in an interdependent world.

☐ National security today involves more than military preparation.

☐ The development of literacy in global problems and issues, particularly interdependence, competency in intercultural relations, and appropriate concern for international cooperation, are among the categorical imperatives of citizenship for the modern world, for students at all levels in the educational system as well as for adults in and out of formal continuing education programs.

Global education is a challenge that has the potential to rival Sputnik in reinvigorating American education with a sense of mission

☐ The fate of global facts and perceptual frameworks in a world still made up of ethnocentric nations and peoples depends to an important extent upon what educators choose to do about the challenge. Educators are the single most important group in helping generate a critical mass of citizens capable of recognizing the global age, its impact on their future life, and their responsibilities as American citizens in an interdependent world. There are clear implications in this responsibility for the education of educators, both preservice and inservice, beginning with the need for all educators to become more world-minded.

☐ Through global education, schools can make a significant difference in helping shape the national destiny as well as in contributing to the survival of mankind. If a school does not provide a suitable program in global education, it is not offering a good enough education for this day and age.

☐ Every educator—and every student—is a prospective founding father for the future. Among other competencies and sensitivities, each needs to develop:

1) some basic cross-cultural understanding, empathy, and ability to communicate with people from different cultures;

2) a sense of why and how mankind shares a common future—global issues and dynamics and the calculus of interdependence;

3) a sense of stewardship in use of the earth and acceptance of the ethic of intergenerational responsibility for the well-being or fair chance of those who will come after us.

Such summary does not do justice to the full range of concerns encompassed by the term global education or to the sense of urgency that coping with mankind's predicament requires. However, it does serve to highlight some of the hard facts that education at all levels must face in order to contribute significantly to shaping the future of our nation and of mankind. ☐

MORE ABOUT EIGHT CONCEPTS

In the following pages, the eight concepts introduced in the program, "Making a Commitment," are expanded. The descriptions are not meant to be definitive. Rather, it is hoped that they will serve as catalysts for discussion.

Participants may find it useful to prepare brief descriptions of the concepts they have selected so that curricular efforts will have a more clearly defined focus.

IDENTITY

Individuals find their identities in many ways. Some define themselves by their vocation (architect), skill (pianist), political belief (democrat) or responsibility (mother). All of us find identity in our family names, in our homelands and cultural beliefs and practices. Establishing identity is a maturation process for the individual and at different stages of development, one aspect of identity may be stressed more than others. Ethnic, racial, religious or national roots may or may not be acknowledged as being significant by the individual. There are differences of opinion as to what extent such identifications should be encouraged or even as to whether encouragement in the schools is appropriate at all.

Traditionally schools have emphasized citizenship education which included not only learning about government processes and citizen participation but also influencing the student to think of her/himself as an American. Whether the individual can begin to think of her/himself as an earthling or a member of the human family as a mark of identity has, as yet, had little discussion.

COMMUNITY

In the broadest definition of the term, community describes a social grouping where individuals have common interests. Those interests can be derived from one or more of the following: geographical location, nation, family ties, religious affiliation, friendship groups or common goals and tasks. To many, the word community brings to mind experiences of fellowship, belonging, participation, and loyalty as well as emotional ties and satisfaction. Any given community will be a combination of several of the above.

An individual generally belongs to many communities, each making demands on the individual and each giving him/her certain advantages. The strength of a community can be measured by its ability to resolve internal conflict satisfactorily, by the sense of loyalty it commands, and the satisfaction it affords its members.

Although there may be numerous international and transnational groups that can be accurately described as communities, given the definition of community above, we cannot realistically claim that a world community exists.

POLITICAL COMMUNITY

Americans experience political community on many levels (city, county, state, nation). Our government is a functioning democracy. On each level of political community, government is required to protect citizens from dangers from within (criminal acts, disorder, etc.) and dangers from without (disadvantageous trade practices, attack, etc.).

The world is made up of more than 150 nations, each with a particular form of government. Nations jealously guard their own sovereignty and governments regard national security as a primary responsibility. The world is not a political community. Both past and present efforts to develop world government have had both their supporters and their critics.

Today, two questions central to the study of political community are: How is the power of modern governments to be held in check? How do governments with weak institutional frameworks protect themselves from those who threaten public order and governmental authority?

INTERDEPENDENCE

Events of the recent past have resulted in the greater awareness that many economic, social and political activities are no longer confined by national boundaries, but are global, international and/or transnational. Interdependence describes a number of these activities, for they have their origins in mutual relationships among peoples and systems. Dependence describes those relationships which favor one side over another. It is probably accurate to say that there are fewer and fewer truly independent activities of nations, peoples and systems today.

This increased interaction has often encouraged and facilitated cooperation. It has also meant that there have been (and very likely will be) more conflicts and increased tensions.

DIVERSITY/SIMILARITY

Humankind expresses itself in a diversity of cultures, races, national groups and political and economic systems. At the same time, there are common experiences and practices and common goals and aspirations. Ethnic groups in a given region or country generally share elements of a culture with the dominant group and at the same time possess unique cultural characteristics. An increased awareness of ethnic or cultural identity may allow the group to better appreciate and benefit from an understanding of its own history and tradition. It may also allow for a solidification of political power using the nation or the culture as an organizing base.

A justification for the study of other peoples and cultures rests on the assumption that learning about others will enrich the individual and

help him/her understand and appreciate his/her own culture. It is hoped that there will be greater tolerance for differences with the result of more cooperation and fewer conflicts. Further, it is asserted that this will also reduce discriminatory behavior and discourage prejudice. There is disagreement about the extent to which these justifications are valid.

CONFLICT

Conflict is an integral part of human experience. It can be functional or dysfunctional. Conflict exists on many levels (intra- and inter-personal, intra- and inter-group, and intra- and inter-national). Different kinds of conflict require different methods and strategies for resolution.

Since people defend the values they hold dear and do not passively wait for needed change, non-violent processes must be institutionalized so that conflict can be resolved constructively and needed change occur without violence.

WAR

War, which can be defined as mass organized violence, is a planned and deliberate undertaking of a government (or a group that claims to represent a community). War requires that the resources of the community be directed to overcoming the enemy. Today's wars are characterized by the use of sophisticated weapons that make little distinction between military targets and the population that surrounds them, between soldier and civilian, among the young, the mature and the elderly.

Within a political community, most disputes are resolved through non-violent processes established by custom or law. (Civil war can happen when what was once one political community has broken into two or more political entities.)

War is one means of settling conflicts and is most often justified as a measure of last resort. Although there are international "rules of war," these rules will be put aside if compliance with the rules puts one side at a distinct disadvantage.

War is a human institution and therefore human beings can build alternatives to war, just as in the past other institutions (e.g., slavery) have been made obsolete.

PEACE

There are many definitions of peace, but if we look carefully at them, we will find that most will fall into one of three categories: inner peace, sometimes referred to as peace with God; harmony in the community, or lack of

conflict; and peace in society, sometimes described as the absence of war but more correctly defined as nonviolent conflict resolution achieved through agreed-upon processes.

Different processes are needed to achieve different kinds of peace. Although the various definitions of peace may be related, there is no direct causal relationship among the various categories. One can experience times of inner peace in the midst of war. Peace in the family or in the neighborhood is not a direct step to peace among nations. Nor should it be assumed that peace in the world will facilitate peace in the local community. Often the contrary is true. Threat from outside often unites the community.

The first two of these categories, inner peace and harmony, describe peace as it is experienced individually or for a period of time in small groups. Neither define peace in society. Peace in society does not mean quiet and inactivity but requires active problem-solving processes.

Seven Roads to a World Without War

The seven roads summarized here are presented as an answer to the question: what is required if we are to achieve a world without war? No previous answers have been sufficient, so you will be right to approach this answer skeptically. But it is a clear answer. Does it make sense to you? What would you substitute? Remember, the goal is a world without war; not a world without conflict, nor a world of perfect justice, but a world which resolves conflicts of interest and conflicts between different conceptions of justice without organized mass violence. This summary of Seven Roads is intended to be used with charts that chronologically show recent achievements and obstacles on each road.

1. DISARMAMENT: Universal, general, verifiable and enforceable disarmament is one essential requisite for a world without war, one which must inform our approach to current problems of national and world security. But disarmament cannot be achieved or maintained without law.

2. WORLD LAW: International and transnational legal and political institutions can provide alternative procedures for resolving conflict, protecting rights, and advancing human well-being. There can, however, be no such institutions without a sense of world community to sustain them.

3. WORLD COMMUNITY: A strengthened sense of world community is therefore another essential requisite for a disarmed world under law that is based on consent instead of imposed by mass violence.

4. CHANGE AND DEVELOPMENT: But many do not want law and stability. They live under conditions of deprivation or exploitation and they want change. In Asia, Africa and Latin America, economic, social and political change can come with or without mass violence and totalitarian political systems, but it will come. Work for a world without war must provide channels through which growth toward more adequate material standards of life and greater respect for human dignity and political freedom can come peacefully.

5. AGREEMENT AMONG NATIONS: These four essential conditions for a world without war can only be realized if the states and peoples of the world agree on ways to achieve a world in which war is no longer a legitimate instrument of foreign policy. Our country could lead in forming that agreement. This requires a realistic assessment of power and purpose in other nations as well as in our own. It requires initiative action capable of providing the incentives and pressures needed for constructive change. Wise initiative action will not be based on a devil theory that locates the world's evil in a monolithic Soviet Union nor on an unwarranted optimism that ignores clear threats to democratic values, national security and world peace coming from adversary nations.

6. FORCING CHANGE WITHOUT VIOLENCE: Since values must be defended and needed change sometimes forced, those who would develop alternatives to mass violence must understand other ways in which conflict may be resolved and change achieved in the Communist nations, the third world, and in the West. Peace research and experimentation in non-violent approaches to both prosecuting and resolving conflict are other requisites of progress toward peace.

7. ROOT VALUES: Progress on the other six roads is unlikely unless people and states feel required to explore them. That sense of requirement comes when people touch those root values which assert human brotherhood and that knowledge and authority which sustains the commandment, "Thou shalt not kill." Whether stated in religious or ethical terms, widespread understanding of why people should turn away from war provides the necessary ground for progress on all the other roads.

POLITICS IN THE CLASSROOM: SOME GUIDELINES

"Politics in the classroom?"

If you mean an examination of the policies, goals and affairs of government(s) and of groups engaged in the political process, THAT is a RESPONSIBILITY.

If you mean propagandizing the students because the teacher stresses her/his own political opinion or because the materials and speakers introduced into the classroom offer one particular perspective only, THAT is a WORRY.

"Ideology in the classroom?"

If you mean examining the judgments, assumptions, beliefs, values and purposes of various individuals, organizations and institutions concerned with community problems and world affairs, THAT is a RESPONSIBILITY.

If, instead, you mean that the teacher, wittingly or unwittingly, plays the role of an ideologue and recruits for an "ism" in the classroom, THAT is a WORRY.

ORGANIZATIONS: Some Suggestions for Identifying Their Politics and Examining Their Ideologies

Before using the resources of a particular organization, give the students a sense of the organization or have the students themselves seek an answer to the question, "WHO is this group?" These questions may be helpful:

1. What are the organization's assumptions and judgments about the world? About how the group believes it is organized or should be organized? What are the causes of conflicts and problems?

2. How does the organization see the relationship of the U.S. to the world, to other nations and other power centers (e.g., the USSR, OPEC, developing countries)?

3. What does the organization want to achieve in the long run? In the short run?

4. What are the obstacles that the organization believes stand in the way of achieving these goals?

5. How does the organization hope to overcome the obstacles and to deal with the problems?

6. What does the organization seek to preserve, protect and promote? What does the organization ignore or consider of little value?

ISSUES: Standards for Judging Educational Approaches In The Classroom

1. Materials and subject matter chosen are appropriate for the age and sophistication of the students.

2. Sufficient background is provided to students so that the issue is situated in time and place.

3. A range of points of view on the issue is presented, not just a pro and a con.

4. Students are aided in identifying values related to both perceptions of problems and solutions offered.

5. Students learn to use analytical tools for examining and evaluating different points of view on an issue.

WORLD AFFAIRS/GLOBAL EDUCATION IN THE CLASSROOM: Some Reflections

Teachers introducing world affairs and global concerns into the classroom may want to keep the "four c's" in mind:

1. Complexity. Students need to understand that problems as deep and as complex as those confronting us today will not be wished away. Neither will one class activity, e.g., sending aid to famine victims in Africa, make much of a dent on the problem itself. The ways nations and organizations approach these problems must, in some cases, be changed; in other cases, old approaches must be set aside and new ones implemented. Complexity need not discourage students if

   a. they understand that there are knowledgeable people working on the problems, and

   b. they, the students, are not required to come up with solutions themselves.

2. Criticism. Often materials and rhetoric from various groups (both governmental and nongovernmental) place the blame for problems at the door of one institution or one policy, e.g., the multinational corporation or the size of the U.S. defense budget. To blame one source as the cause may give short-range political advantage to the group seeking change but such an approach generally clouds the issues and stymies effective action. Students need to challenge such assertions and examine organizations and materials critically.

3. Commitment. A desire to help other human beings and an appreciation for the value of every human life are needed if men and women are to put serious effort into solving these critical problems. Teachers can encourage students to prepare to join those efforts.

4. Concern. Often commitment finds its origins in deeply held beliefs and practices, religious as well as humanitarian. Students should be encouraged to find out what makes individuals sacrifice a great deal for other human beings or for political and social causes.

A REVIEW OF SELECTED SCHOOL-BASED GLOBAL EDUCATION PROGRAMS

by Robert G. Harvey
and John Rye Kinghorn

This review of programs in global education was undertaken with the aim of being helpful -- both to those already practicing in the field, and to those contemplating entry. Our intent was to examine a sample of programs in the hope of identifying factors that had aided or hindered their success. The review is not meant to advocate, provide alternatives, or suggest ideal practices, but simply to picture what exists. It is based on over one hundred intensive and informal interviews with educators working in twelve separate global education programs, rather than a standardized instrument or questionnaire.

Such a method produces a heightened awareness of the unique chemistry of each situation; it does not, however, produce a comfortable basis for unambiguous generalizations. Still, there is a hint, at least, of certain patterns that we, the authors, would like to share with other educators.

Who Are the Leaders in Global Education?

In the field of global education, as in any other, leadership has multiple functions and multiple loci. Among the functions of leadership in a school setting are:

- developing the philosophical basis of the field -- its major concepts, values, propositions, and rationale;
- expressing the ideas of the field in tangible form -- i.e., instructional materials, curriculum plans, articles;
- persuading others of the validity and value of the programs associated with the field;
- teaching teachers to use materials already produced and encouraging teachers and others to produce new materials;
- developing measures of success;
- creating "bridges" between the ideas of the field and the perceived needs and wants of teachers, administrators, parents, and students;
- providing emotional and financial support; and
- building communication networks so that interested and active individuals maintain contact with like-minded others.

Where is leadership to be found? The interviews suggest that it can be found in individual teachers who, once stimulated, develop their own programs and mobilize and convince other teachers. It can be found in curriculum supervisors who reach out beyond their own community for resources, who establish and conduct workshops for administrators and teachers, and who visit classes to observe and often to applaud fledgling efforts.

Leadership can also be found in school administrators who take the time to educate themselves about this new field and who take the risks of instituting new programs. It can be found in parents who organize support for dedicated teachers, even to the extent of mounting publicity campaigns in the

community. And it certainly to be seen in the efforts of state-level specialists and supervisors who fund and organize statewide in-service programs.

Then there are the university-based leaders. These include the education professors who offer pre-service and in-service courses (and occasionally serve as directors of funded projects), scholars representing various disciplines, and outreach specialists from area centers.

Finally, organizations and foundations have provided significant leadership in global education, often operating on a national scale through workshops and published materials. Global education as a new field has the customary problems of defining itself. Nongovernmental organizations and foundations have been instrumental in developing intellectual frameworks and rationales that, while still in need of further development, have been able to convey the central issues and values of the field -- and the importance of those issues and values. Further, world-oriented organizations have been instrumental in developing instructional materials and strategies that illustrate, in comprehensible ways, the meaning of the term "global perspective."

In speaking of leadership, though, it is important to remember that we are ultimately speaking of individuals. These individual leaders inevitably diverse in their styles and personalities, seem to present a certain pattern. First of all, they tend to be enthusiasts. They are "positive thinkers." They demonstrate high levels of energy. They are often skillful in a political sense, knowing how to listen, how to negotiate -- but also how to inspire. They know the importance of the concrete, of the need to demonstrate ideas in ways that can be comprehended easily, and they know how to argue benefits in practical terms.

If certain core traits are observable in the field's leaders, it is also true that there is specialization. No individual leader is strong in all the functions of leadership. Many, though, show particular talents. Some (not all) have what might be called an "entrepreneurial spirit." They are ebullient, unabashed promoters. Some are "evangelists" -- charismatic personalities with the power to build a devoted following and to stir the emotions. Others work quietly and patiently to build networks and political support, or to establish collaborative relationships. Some are very good at writing proposals and getting them funded -- a considerable talent.

How Does the Current Curriculum Lend Itself to Global Education?

The global education programs sampled by the study indicate a substantial commitment to multi-discipline and cross-discipline approaches. Math, science, language arts, foreign language, art, and the social studies are all represented in one way or another, sometimes teamed with other disciplines. The representation, though, is not evenly weighted. In practice, the social studies remain at the center of global education. The issues and the language of global education are familiar to the social studies teacher; they are not as familiar to the teachers of other subjects, with the possible exception of science teachers who, in teaching ecology, explore the consequences and ethics of human intervention in the planet's life systems.

"Infusion," or New Courses?

While one program among those studied had developed a complete sequence of courses, the more common pattern seems to involve "infusing" the curriculum with lessons and units. In some cases the process is called enhancement. In others it is simply accepted as part of the long-standing practice of weaving new elements into current programs. Whether these new elements have strong influence on the larger programs into which they are infused remains to be seen. If there are payoffs -- e.g., an increase in student interest -- they may, over time, exert considerable influence on the viewpoints of teachers and students alike.

Many of the programs observed are in early stages of development, so there is an understandable reluctance on the part of those promoting global studies to be negative about any effort, however rough-hewn. But there is a quality problem, and as yet there seem to be few attempts to come to grips with it. Part of the problem resides in the intellectual vagueness of the field itself, which permits almost anything to qualify as "global education." Distinctions are not being drawn, for example, between conventional approaches to cultural geography and "global" approaches to the study of cultural diversity. If students learn about the arts, the poetry, the manners of the Japanese, is that "global education"? Clearly the ways of other peoples have been studied in American schools for a very long time and in many contexts. Unless "global" means something special, why are we calling it a new approach?

What Does Global Education Offer Teachers?

Most programs reviewed by the authors provided a structure for teachers which often served to stimulate and inspire creativity. Teachers were involved in a great deal of interaction with other teachers, and, typically, model lessons were offered to teachers not as rigid prescriptions, but as illustrations of what might be done. Responding to their own needs and the special nature of their own programs and classes, the teachers created original lessons and approaches within a framework of agreed-upon goals.

The study also suggests that while the topics and issues associated with global education have some measure of importance to many teachers, the issues do not stand out as especially serious or profound. Individual teachers may be caught up in a particular issue -- for example, nutrition in the Third World -- but for the most part "global issues" do not seem to have a uniquely compelling quality. Social studies teachers, in particular, deal with serious problems and issues all the time: a "global" problem may not command more of their attention and energy than an issue like abortion.

Those who promote global education argue its social benefits -- e.g., it is good for the nation to be more conscious of interdependent relations with the rest of the world. Teachers see the benefits in closer-to-home terms. During interviews, they mentioned that global education units had helped to overcome student apathy and to increase geographical awareness. In addition, the programs had demonstrated a potential for reducing inter-ethnic conflicts in the school and for putting students in helping roles in the

community. Such benefits are clearly not limited to global education programs, however; they could be associated with many educational fields or activities.

There is little indication in this study that teachers see global education as offering a special approach to substantive issues or teaching methodologies. In many instances, concepts that are distinctively associated with global education -- for example, "interdependence" and "system" -- do not seem to be in much use. So although one possible benefit for teachers might be an enhanced intellectual comprehension, there are few signs that teachers have experienced such benefit, at least as yet.

But teachers do mention other benefits -- ones customarily associated with involvement in projects: the chance to be released from class to attend workshops, the money to buy materials, the opportunity to meet with other teachers in a relaxed atmosphere away from school. Perhaps because the interviews were conducted in the spring, there was much talk of teacher "burn-out" and or how retreats and workshops were a welcome break from routine.

Elementary vs. High School Programs

The study revealed a pattern of specialization. Elementary programs were more likely to be general cultural studies; high school programs were more issue-oriented. But there were sites where global issues were the center of attention in elementary and junior high schools, and there was evidence that younger students were capable of dealing with them in an intelligent fashion.

The impact of programs on students seems to be related to the teacher's or school's willingness and ability to free students part of the time from seat-bound work, to get them out of their seats and out of the school. This means, among other things, simulations, field trips, and community service. Theoretically, such activities might seem easier to arrange in elementary schools than in secondary schools, since one teacher is not as likely to be cutting in on another teacher's schedule. In the sample, though, such practices seemed rather evenly distributed across grade levels.

Several respondents commented on the greater flexibility of elementary teachers and on the stronger likelihood that they could weave many subjects together in their own teaching in ways that served a global approach.

Materials

It is clear that classroom and workshop materials produced in recent years by Global Perspectives in Education in New York, by the Kettering Foundation in Ohio, by the Center for Teaching International Relations in Colorado, by the Social Studies Development Center in Indiana, and by various area centers are being drawn upon for intellectual structure and teaching ideas. Many programs would be adrift without this body of ideas and examples. But there is much local creativity and much will be gained nationally if locally produced materials are recognized and used by larger networks.

A Review of Selected Programs

In the face of current economic trends, demographic changes, political climate, and societal changes, most educators have their hands full just holding on. And what they are holding on to is often quite good; however, global education does not seem to be a high priority.

The twelve case studies used in this review are available upon request. Contact Dr. Jon Rye Kinghorn, Charles F. Kettering Foundation, 5335 Far Hills Ave., Dayton OH 45429

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from the I D E A Reporter, Winter 1981

EVALUATING MATERIALS

The evaluation form below has been designed with the primary purpose of helping teachers identify specific world education content in media programs and materials. Teachers will find that because world education/ global perspectives are relatively new thrusts in education, many of the materials which are in current use were not prepared to teach world education perspectives. This form can help educators more adequately assess how existing materials can be used to meet curricular needs. It is important to remember that useful materials may have a high or middle rating on only a few questions in the evaluation form. (Comments and suggestions for improving the questionnaire are eagerly welcomed and would be appreciated.)

NAME OF PROGRAM _____

This program is being evaluated for _____ students
grade level

at _____ in _____.
name of school name of city/town

Directions: Please circle the number that comes closest to your judgment. Please do not add extra numbers or divisions.

PERCEPTIONS AND VALUES

1. Does the program demonstrate that reasonable perspectives on world affairs often differ?

Not at all Somewhat Definitely yes ___ does not apply
1 2 3 4 5 6

Comments:

2. Does the program make a connection between how people see themselves, how they see others, and how they behave toward others?

Not at all Somewhat Definitely yes ___ does not apply
1 2 3 4 5 6

Comments:

3. Does the program encourage appreciation of and respect for individual and group differences around the world?

Not at all Somewhat Definitely yes ___ does not apply

1 2 3 4 5 6

Comments:

4. Does the program present the fact that some human aspirations and concerns are globally shared?

Not at all Somewhat Definitely yes ___ does not apply

1 2 3 4 5 6

Comments:

5. Does the program encourage students to appreciate their own country, culture and community?

Not at all Somewhat Definitely yes ___ does not apply

1 2 3 4 5 6

Comments:

6. Does the program promote specific values, e.g., protection of the environment, peace, respect for human dignity, etc.?

Not at all Somewhat Definitely yes ___ does not apply

1 2 2 3 4 5

If the answer is yes, which values?

Comments:

ISSUES AND PROBLEMS

7. Does the program develop an understanding as to how the choices individuals, nations and/or institutions make may have a global impact?

Not at all Somewhat Definitely yes ___ does not apply

1 2 3 4 5 6

Comments:

8. Does the program illustrate how some social institutions (be they economic, educational, governmental or religious) operate on various levels (local, national, international, transnational) and how they influence and are affected by other institutions?

Not at all Somewhat Definitely yes ___ does not apply

1 2 3 4 5 6

Comments:

9. Does the program treat problems, e.g., overpopulation, pollution, poverty, war the denial of human rights, as world concerns?

Not at all Somewhat Definitely yes ___ does not apply

1 2 3 4 5 6

If the answer is yes, which problem(s):

Comments:

10. Does the program illustrate a number of ways nations have resolved/can resolve disputes with other nations?

Not at all Somewhat Definitely yes ___ does not apply

1 2 3 4 5 6

Comments:

11. Does the program discuss ways of preventing war and/or alternatives to war as a means of settling conflicts between nations and peoples?

Not at all Somewhat Definitely yes ___ does not apply

1 2 3 4 5 6

Comments:

12. Does the program encourage an interest in those decisions, actions and events which may affect our global future?

Not at all Somewhat Definitely yes ___ does not apply

1 2 3 4 5 6

Comments:

PROGRAM QUALITY

13. Is the program appropriate for the intended grade level?

Not at all		Somewhat		Definitely yes	
1	2	3	4	5	6

Comments:

14. Is the program suitably presented and relatively current (for example, is there a time value for the film)?

Not at all		Somewhat		Definitely yes	
1	2	3	4	5	6

Comments:

15. Are there objectionable aspects to the material (e.g., the assumption that war is inevitable; the depiction of some cultures as backward; insensitivity to impoverishment; subtle, or not so subtle, stereotyping; etc.)?

16. General comments:

Name of evaluator _____

Position _____

Date _____

SCRIPT

Hello.
I'm a teacher. This is where I'm at home.
I've been asked to introduce two world education in-service programs to you.

You probably decided to view this film for some of the same reasons I got interested in world education. I was uneasy ... aware that students know little about our world and often do not really care about what goes on outside the U.S., particularly if it does not affect them directly.

My feelings are reinforced by a recent report of a presidential commission --

> Report of President's Commission on Foreign Language and International Studies
>
> "Our schools graduate a large majority of students whose knowledge and vision stop at the American shoreline, whose approach to international affairs is provincial, and whose heads have been filled with astonishing misinformation."

But some teachers respond, "Our school curriculum is already overloaded."

Some think that world education is just another fad.

But what has spurred me on is the knowledge that no matter how textbooks improve, or how many programs are developed by researchers and area studies institutes, if we as classroom teachers do not take the challenge of the President's Commission report seriously, our schools will not equip students to function successfully in the next century.

Initially, I felt overwhelmed by the task. I found help at the World Education Center--training, assistance with curriculum planning, resources, and encouragement.

The television components of these two in-service programs are only part of your working sessions.

> WORLD EDUCATION IN THE CLASSROOM
>
> Program I "Making a Commitment"
> -- Making world education a manageable task --
>
> Program II "Charting a Course"
> -- Ways to incorporate world education into the curriculum --

The real work -- identifying priorities for your curriculm and selecting ways to incorporate these into day-to-day classroom learning -- that work has to be done by you.

In the first session, I'll share with you some concepts the World Education Center believes are keys to sound programming and ask you to consider what world education can mean in your school ... how you can design a program to which you can be committed.

WORLD EDUCATION IN THE CLASSROOM: MAKING A COMMITMENT

Educators who want to incorporate world perspectives into elementary and secondary school curricula need to get a handle on selecting, organizing and evaluating what is to be taught.

The World Education Center has chosen eight related ideas that it believes provide that needed handle.

IDENTITY

The first is identity.
Who am I?
The individual finds his or her identity in family, ethnic heritage, nation, religion and through group memberships.

Ties to these groups will vary in terms of degree of participation and loyalty but group affiliation helps the individual define who she or he is.

Sound educational programs help students find value in their own traditions and assist them in being open to learning from those who are different.

COMMUNITY

We all belong to several communities. Each has its own recipe for belonging, participation, loyalty... Each its own structure based on geographic boundaries or kinship systems...
purposes...
tasks.

Understanding the many experiences of community is an important part of education. In the past, schools have mainly considered local and national communities. Today transnational and international groups are significant for the individual and the nation and need to be included in the curriculum.

POLITICAL COMMUNITY

More than 165 sovereign nations and 40 territories and trusteeships exist on this planet.

In each of these political communities, a government is charged with maintaining order and solving community problems. Within some nations, like our own, there may be different levels of political community such as a city or state.

Often problems are not limited to a single region or nation. The recognition of this fact has led to efforts to build a world government. But today we are a world of nations with competing interests.

A world political community does not exist.

Our students' generation may be the one commissioned by the times to design such a world political community. Therefore it's important that they understand democratic principles and practices. They also need to know the capabilities and limitations of political power and authority.

INTERDEPENDENCE

Our fourth idea is understanding increasing world interdependence.

The world interacts in a number of ways. One such way is governments doing business within our nation-state system. Economic, ideological, cultural, and religious categories also form the basis for group participation or exclusion and are therefore arenas for world interaction. The world is, in some ways, like this pool table.

These balls represent distinct groups. When one makes contact with the other, it can make a difference.

In the real world, this interaction is best described as interdependence. It can result in the enrichment and sharing of resources and knowledge.

But there are times when interdependence heightens tension and increases conflict.

The world has always experienced a degree of interdependence but in the last three decades, the volume of interaction on this "pool table" has increased dramatically.

This fact presents a challenge to educators.

DIVERSITY/SIMILARITY

Helping students understand both the diversity and commonality of cultures, nations and peoples is essential if students are to develop healthy attitudes toward others and to recognize the possibilities of working together.

At the same time, focusing solely on either differences or similarities presents a false picture.

CONFLICT

Conflict. It's an integral part of human experience that students are familiar with. But they may not know how to analyze different types of conflict ...

Intra- and inter-personal
Intra- and inter-group
Intra- and inter-national

or realize that various conflicts require specific strategies for their resolutions.

Most conflicts are settled informally or are processed through procedures established by the community.

Yet it may happen that a law or a set of laws require actions contrary to an individual's conscience.

It may be that some members of a community are denied access to established channels of redress. Efforts may then be made to change the law or seek solutions outside of the law.

Schools often overlook the non-violent ways people have dealt with these problems. In so doing they lend support to the assumption that the use of violence is effective and the use of non-violent strategies is ineffective.

WAR

When teaching about war, educators need to stress possible options to armed conflict. If classroom materials or teachers concentrate upon the causes and effects of war, students may come to believe that war is indeed inevitable.

In dealing with the problem of war, educators should do two things.

- Help older students begin to grapple with the larger question:

  What is required if we are to achieve a world in which war is no longer a legitimate way of resolving conflicts between and within nations?

- Introduce students to alternatives to war (e.g., negotiated settlements, economic pressures, third party interventions) while exploring other possibilities for the future.

PEACE

Our eighth and last concept is peace. The word peace can have many meanings ...

"Peace is people loving each other."
"Peace is when there isn't any war."
"Peace is no fighting."
"Peace is caring, sharing and loving for each other."
"Peace is resolving conflicts, not by means of force but rather by agreements and consensus."

Students need to be able to distinguish between various definitions of peace ...
and understand that different types of peace require different strategies for achievement.

The World Education Center believes that the conceptual approach to world education presented in these eight ideas should be incorporated not only in the social studies but in science, fine arts, language -- the entire curriculum.

Now it's time for you to go to work.

Do you agree with us that these eight concepts are key concepts? Can you think of others? Draw up your list of key concepts -- a list tailored to the needs of your school.

WORLD EDUCATION AND THE CLASSROOM:
CHARTING A COURSE

If the 47 million children in our schools are to function successfully as adults in the next century, they must grow up with more knowledge about our interdependent world, keener awareness of other people, and greater sensitivity to these people's attitudes and customs.
[President's Commission on Foreign Language and International Studies]

To meet this challenge, schools must design concrete ways to incorporate world education into the curriculum and make workable plans for their implementation.

In our first program we listed eight concepts the World Education Center believes are central to sound education today.

We asked you to make up your own list.

Today we will present four different approaches to curriculum innovation and development.

Cross Cultural Studies
Themes and Concepts
Open Door to the World
Context Education

Take a look at these approaches and see which might be appropriate for your needs.

CROSS CULTURAL STUDIES

This approach uses culture as a unit of comparison for broadening global awareness and understanding.
It examines diverse ideas, beliefs, practices, while focusing on common human needs, goals and experiences.

Most classroom materials today avoid concentrating on the bizarre -- the "strange places/funny peoples" approach.

Still, in presenting cultural practices for purposes of understanding, care must be taken that misconceptions and stereotyping do not result.

Here in the San Francisco Bay Area, the Stanford Program in International and Cross-cultural Education is one example of a project that manages to successfully convey the strengths of a cross-cultural approach.

THEMES AND CONCEPTS

This is an approach that uses themes or concepts as organizing principles. The first of these in-service programs detailed the World Education Center's conceptual approach.

The School Improvement through Global Education Program has chosen four themes:

- valuing diversity
- understanding the world as an interdependent system
- developing effective working relationships with others
- understanding prevailing world conditions, the process of change.

Global Perspectives in Education is a national, non-profit organization that centers its programs on four concepts:

- conflict
- change
- interdependence, and
- communication.

A thematic or conceptual approach can be used in a variety of settings and disciplines.

Care must be taken in choosing the ideas because they form the central core of the curriculum.

THE OPEN DOOR TO THE WORLD

This approach attempts to increase students' global awareness by identifying links between local communities and other parts of the world...

tracing family heritage

locating the origins of products found in the supermarket.

Students come to see some reasons for learning about other people and places.

But teachers need to be careful that students do not see other nations and people as valuable only because they have direct links with the students' own communities.

CONTEXT EDUCATION

Context education is an approach that attempts to identify and examine frameworks from which individual groups or governments address issues and problems.

It is an approach that not only asks what but why.

Its strength lies in its emphasis on the motors of human behavior -- judgments, assumptions, beliefs, values and purposes.

Care must be taken in this approach not to exclude those motives and behaviors that are not reducible to rational analysis, e.g., certain religious practices and beliefs, some loyalties, and certain forms of music and art.

The World Education Center, with the consulting assistance of the World Without War Council, developed context education as a way of dealing with controversial issues and problems in an educational, rather than in a propagandistic, manner.

As a way of summing up, we'll identify what we believe to be the primary advantage and a possible disadvantage in each of the four approaches.

Cross-Cultural Studies
  Advantage: emphasizes commonality and diversity
  Possible disadvantage: unintended cultural bias and stereotyping

Themes and Concepts
  Advantage: structurally adaptable to various disciplines and grade levels
  Possible disadvantage: may assume inherent superiority of a few concepts and themes

Open Door to the World
  Advantage: concrete and relevant to the student
  Possible disadvantage: may lead to an interest in an appreciation for only those experiences directly affecting students' lives.

Context Education
  Advantage: emphasizes analytical skills
  Possible disadvantage: may overlook important human behaviors that are not rationally based

The two in-service programs which you have seen make a case for incorporating world education perspectives or themes into classroom practice. We've found that in schools that have begun this process, both teachers and students often develop a deeper respect for their own community and country and a greater concern for the planet we all share.

We suggest that you now discuss specific courses of action appropriate for your school and then commit yourselves to develop a practical plan for implementation. If you need help, give the World Education Center a call.

SELECTED RESOURCES

What is recorded below is intended to give educators an overview of world education resources. It is impossible to include an exhaustive list within the scope of this project.

THEORY

Schooling and Citizenship in a Global Age, by Lee Anderson. 485 pp. (Available from the Mid-America Program for Global Perspectives in Education, Social Studies Development Center, Indiana University, 513 North Park, Bloomington IN 47401.) A comprehensive survey of the definitional, conceptual and strategic problems associated with improving global education, together with the argument for doing so. This is a key document for teachers interested in developing global education programs.

Schooling in a Global Age, edited by James M. Becker. 345 pp. (McGraw-Hill Book Company, 1979.) Twelve of the ablest people in the field provide an up-to-date examination of global education programs while offering practical advice for those who wish to introduce such programs into their schools.

An Attainable Global Perspective, by Robert Hanvey. 28 pp. (Global Perspectives in Education, 218 East 18th Street, New York NY 10003, 1979.) Hanvey discusses five competencies which he asserts are essential to an understanding of global education. They include: acquiring perspective consciousness, state of the planet awareness, cross-cultural awareness, a knowledge of global dynamics, and an awareness of human choices.

PROGRAMS AND PROJECTS

There is a great deal of activity in this field today -- much of it new, much creative. Interested educators need not "re-invent the wheel." They may only have to adapt it. Here's how to find out what's happening.

Global Perspectives in Education: Organization Resource Directory
Global Perspectives in Education: Consultant Resource Directory
These directories describe over 100 resource organizations around the country and provide information on resource people from various regions. Available from Global Perspectives in Education, 218 East 18th Street, New York NY 10003.

Citizen Education for Cultural Understanding is a U.S. Department of Education program that has funded more than 70 world education projects over the past two years. Write to them for project descriptions. CECUP, International Understanding Program, Office of International Education, U.S. Department of Education, 7th & D Sts., Washington DC 20202.

Global Interdependence is a special issue of Social Studies Review (Winter, 1981) in which practitioners share experience and ideas. Social Studies Review is published by the California Council for the Social Studies. Single copies cost $2.00. (616 Juanita Way, Roseville CA 95678.)

Twelve Case Studies of Selected School-based Global Education Programs. Robert Hanvey and Jon Rye Kinghorn report on what is happening in schools. For copies of the case studies, write Dr. Jon Rye Kinghorn, Charles F. Kettering Foundation, 5335 Far Hills Ave., Dayton OH 45429. (The overview report of these studies can be found in this handbook, page 50 .)

A Preliminary Compilation of Selected National Membership Organizations and K-12 Global/International Education identifies organizations that have policies, programs, publications and future plans with respect to world education. Contact: Tom Collins, 3900 - 16th St., N.W., Apt. 240, Washington D.C. 20011.

MODEL PROGRAMS

Teacher Teams in Global Education -- Bay Area Global Education Program, c/o World Affairs Center, 312 Sutter Street, San Francisco CA 94108.

Your State and the World: Curriculum Model -- Mid-America Program for Global Perspectives in Education, Social Studies Development Center, Indiana University, 513 North Park, Bloomington IN 47401.

Suggested themes and a process for curriculum development through faculty involvement. North Central Kettering School Improvement through Global Education, 5335 Far Hills Avenue, Dayton OH 45429.

"Get to Know Your World" -- slide/tape presentation giving rationale for and introduction to global education. Jan Tucker, Florida International University, Tamiami Campus, Miami FL 33199.

Instructional television as catalyst for world education. World Education Center, 1730 Grove Street, Berkeley CA 94709.

"Understanding World Affairs: Bay Area Opportunities" -- learning about world affairs through local organizations and institutions. World Education Center, 1730 Grove Street, Berkeley CA 94709.

NEWSLETTERS

Colloquy highlights events, resources and issues of current interest to teachers. It is published eight times a year and distributed without charge to junior and senior high schools in the San Francisco Bay Area. Contact: World Affairs Council Schools Program, 312 Sutter Street, San Francisco CA 94108.

Global Educator is a triweekly letter which explores issues and alternatives in international/global education. Cost: $10.00. Contact: Global Educator, Box 1064, Bloomington IN 47402

The Global Issue is an information exchange newsletter published every other month -- October through May -- by the Center for Teaching International Relations. Each issue includes activities for the K-12 classroom. $5.00 from The Global Issue, University of Denver, BMC-210, Denver CO 80208.

Global Perspectives is an information exchange newsletter published October through May. It contains reports of global education projects, descriptions of new resources, and a national calendar of events. Free from Global Perspectives in Education, 218 East 18th Street, New York NY 10003.

Peace Notes focuses each issue on a specific topic or concern, offering substantive information, teaching suggestions and resources. It is published five times during the school year and is sent free to interested educators. Contact: World Education Center, 1730 Grove Street, Berkeley CA 94709.

CLASSROOM MATERIALS

Here are four categories of resources that will aid teachers in finding and selecting materials to meet their own classroom needs.

Annotated Bibliographies

Annotated Bibliography of Materials for Developing Cultural Understanding and Global Awareness. Donald N. Morris, Arizona Project In Citizen Education for Cultural Understanding, College of Education, Payne B-216, Arizona State University, Tempe AZ 85281.

A Global Perspective Bibliography. Mid-America Program for Global Perspectives in Education, Social Studies Development Center, Indiana University, 513 North Park, Bloomington IN 47401.

Teachers Resource Manual on Worldmindedness, by Ida Urso. Occasional Paper #8, Curriculum Inquiry Center, Graduate School of Education, University of California, Los Angeles CA 90024. 1981. $5.00 postpaid. This is an extensive annotated bibliography of curriculum materials, resource centers, periodicals and publishing centers which deal with four major areas: the farther reaches of human nature; global education and futuristics; interdependence and global problems; and peace.

Units, Books, Media Prepared for the Classroom

Intercom, published by Global Perspectives in Education, offers practical classroom units and articles on the field. These are not "throw away" periodicals because materials presented in them will be of continuing use to classroom teachers. Subscription: $8.00 per year. Back issues available -- send for brochure. 218 East 18th Street, New York NY 10003.

Selected Resources

The Center for Teaching International Relations (University of Denver, University Park, Denver CO 80208) has a large selection of units for the K-12 classrooms. Many of these units are developed by classroom teachers working in cooperation with the CTIR. Write for brochure.

"Global Education" is a 1981 catalog from the Social Studies School Service (10,000 Culver Blvd., Dept Y1, P.O. Box 802, Culver City CA 90230). The SSSS offers a wide selection of commercially produced materials for classroom use.

Community Organizations with Resource Information and Materials

Americans and World Affairs: A Directory of Organizations and Institutions in Northern California. Compiled by the World Without War Council with the cooperation of the Northern California Consultative Group on Americans and World Affairs. Gives listing of 500 groups in the Bay Area with two-page profiles on 85 representative organizations and institutions illustrating the range of interests and purposes in world affairs groups. Also includes an appendix titled "Using This Directory to Improve World Education in Elementary and Secondary Education." $5.00 plus postage. Available from the World Without War Council, 1730 Grove Street, Berkeley CA 94709.

A Directory of Resources: Global International Education. This special issue of The Social Studies (September/October 1979) gives information on non-governmental organizations, departments and agencies of the federal government, intergovernmental organizations, embassies in Washington, DC and more. A bibliography is included. $4.00 from The Social Studies, Heldref Publications, 4000 Albemarle Street, NW, #504, Washington DC 20016.

Resource Centers

World Affairs Council Schools Program, 312 Sutter Street, San Francisco CA 94108. 415/982-2541.

World Education Center, 1730 Grove Street, Berkeley CA 94709. 415/845-1992.

THE WORLD EDUCATION CENTER
1730 Grove Street • Berkeley, CA 94709 • (415) 845-1992
Helen Garvey, S.N.J.M., Director

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THE WORLD EDUCATION CENTER IS an educational service that aids teachers, schools and school systems in incorporating world education goals and perspectives into their school curricula. It was begun in 1978 to meet the needs of Bay Area educators. The Center grew out of the work of the National Catholic Educational Association Peace Studies Program (NCEA/PSP), a model program located in the Bay Area, and the efforts of each of the Consortium members working independently with their respective constituencies. The World Without War Council, which was instrumental in initiating NCEA/PSP, serves as special consultant to the Center.

THE CENTER PROVIDES professional assistance to elementary and secondary educators, helping them design and implement programs that

-- present the world as one yet take into account its diversity of economic systems, governmental structures, cultural traditions, languages and religions.

-- recognize the cooperative/conflictual nature of the interaction of peoples and nations.

-- strengthen citizen responsibility to our nation--a responsibility that is set within the context of an emerging world community.

-- increase students' knowledge and understanding of world affairs.

-- develop students' abilities to recognize and evaluate different points of view.

-- relate religious and ethical values to problems in this field.

THE CENTER OFFERS

-- in-service training for school faculties
-- workshops on curriculum development and world education
-- seminars on world issues
-- leadership training through summer internships for teachers
-- consulting assistance in curriculum evaluation and planning
-- resources: a library of books and classroom materials, research and substantive files
-- a newsletter, Peace Notes, published five times during the school year (free).

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